

ENGLISH READER

BOOK VI
SPECIAL SERIES

TEACHER'S GUIDE

Prepared by
CENTRAL INSTITUTE OF ENGLISH AND
FOREIGN LANGUAGES
HYDERABAD

Published by
NATIONAL COUNCIL OF EDUCATIONAL
RESEARCH AND TRAINING

TEACHER'S GUIDE
TO
ENGLISH READER—BOOK VI
(For Class XI)
Special Series



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National Council of Educational Research and Training



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A Note to the Reader

The Central Institute of English and Foreign Languages, Hyderabad, has, at the instance of the Union Ministry of Education, prepared two series of textbook materials which would make for uniformity of standards in the teaching and learning of English in India. The first series is intended for a nine-year course, from Class III to Class XI, and is called the **Special Series**. The second is meant for a six-year course, from Class VI to Class XI, and is called the **General Series**. The first-year book in either series may, however, be introduced at whatever stage English is begun in a given school, taking into consideration the duration of the course, and not necessarily in Class III or Class VI.

The materials for each class in either series comprise a Reader, a Teacher's Guide and a Workbook ; these are related and complementary to one another, and form the course for each year. For Classes IX to XI, there is no Workbook.

The Reader provides reading matter which incorporates the language items taught orally by the teacher and is intended to reinforce the learning of these items. The Teacher's Guide gives detailed guidance for the teaching of the lessons in the Reader. The Workbook provides exercises for practice and consolidation of the language items taught.

A conscious attempt has been made in these books to present and establish graded language items and to use appropriate content as a means to this end. The emphasis in these materials is, therefore, on the teaching of language rather than content. The methodology is based on commonly accepted principles of language teaching and the language of these materials—in the reading passages, in the exercises, and in the teacher's notes—has been carefully controlled. The primary aim of the exercises in the Reader and the Workbook is to provide systematic practice of the teaching items (structural and lexical) introduced in the lesson and not to test the attainments of

pupils, as is often the case with the exercises given in many pupil's books. Vocabulary, a usually neglected item, has been given as much attention as the structures.

The cultural element in the reading material of these books has no marked regional character and is, therefore, unlikely to present any great difficulty to pupils of different cultural areas.

The National Council of Educational Research and Training is publishing these materials in a phased programme. The first phase covered Classes III, VI and IX in the **Special Series** and Classes VI and IX in the **General Series**. The second phase covered Classes IV, VII and X in the **Special Series** and Classes VII and X in the **General Series**. The third phase includes materials for Classes V, VIII and XI in the **Special Series** and Classes VIII and XI in the **General Series**.

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Introduction

THIS Teacher's Guide is intended to help you to make effective use of English Reader—Book VI (Special Series).

As you may have noticed, the earlier Pupil's Books in the series consist of lessons written on the basis of a clearly defined linguistic syllabus. The language in those books is therefore controlled in respect of both vocabulary and structures in order to conform to the principles of selection and grading embodied in the syllabus. All the language items prescribed in the syllabus are presented in those books, and exercises designed for their establishment also provided. Reader VI, the last book in the series, marks a stage at which the pupil is exposed to reading passages taken from various original sources and selected with an eye to their literary merit, but at the same time taking into consideration their difficulty level. This book, therefore, represents a transition from controlled to relatively free use of language.

Nevertheless the main concern in the teaching of this Reader should continue to be the teaching of language through enriching the pupil's language experience. Since all the language items laid down in the syllabus for the Special Series have already been presented in the earlier books, what is set down for Reader VI is the revision and consolidation of the major syntactic patterns introduced in the earlier books. This Teacher's Guide provides notes for this revision and consolidation. These notes are given in Section I of each lesson in the Guide. In this section grammar notes have been given for each item to enable the pupil to get an insight into the structure of the patterns as well as into their meaning and use. The exercises suggested in this section are meant to establish those patterns through further practice.

Section II in each lesson in the Guide gives notes on vocabulary. Since the meanings of all the words not occurring in earlier Readers have been explained in the glossary in the Reader, the words and phrases dealt with in this Section are :

(a) Words which carry structural or grammatical implications when used in sentences (for example, the notes under *interfere* in Lesson 1 and *enquire* in Lesson 3);

(b) Words that have derivational possibilities through the use of affixes (for example, the notes under 'Word and Phrase Study' in Lesson 13); and

(c) Phrases and idioms which are new and whose meaning and use have therefore to be explained.

Pupils who will be using this Reader will have reached a stage at which they will need to have plenty of practice in composition. Exercises for this purpose have been suggested in the Reader. Some of them are on topics based on the subject matter of the lessons but some are exercises in freer composition. A few additional topics for free composition have also been suggested in this Guide, as in Lessons 6 and 8. Suggestions for guiding the pupils to do exercises of both the types have been given in Section III. These suggestions are in the form of :

(a) hints (covering the main points) for expansion, as in Section III of Lesson 2 and Section III—2 of Lesson 3;

(b) guiding questions as in Section III—1 of Lesson 3 and Section III—2 of Lesson 7;

(c) topic headings for paragraphs, as in Section III of Lesson 5;

or (d) passages with blanks to be filled in, as in Section III of Lesson 9.

It is necessary to prepare the pupils for doing each of these exercises through preliminary oral discussion, this being particularly necessary when the pupils are to write on a topic not strictly based on the text.

Since the Reader has in it an exhaustive glossary, this book can be made use of for giving the pupils training in this skill of

reading independently with only the help of a glossary. It would therefore be a good idea to modify the lesson plan suggested for the teaching of the earlier books, and to set the pupils the task of independent reading as the first step in the lesson plan. Here is the modified lesson plan, meant especially for this Reader :

For each section of the lesson (marked by serial numbers) in the Reader:

1. Independent silent reading by the pupils.
2. Comprehension questions requiring short answers. (The comprehension questions given at the end of each lesson in the Reader may be used for this purpose.)
3. Reading by the teacher with any explanations that may be necessary.
4. A fresh set of comprehension questions.

After all the sections have been gone through as above :

5. Language work indicated in Section I of the lesson in the Guide, relating to sentence patterns.
6. Presentation of the vocabulary items listed in Section II of the lesson in the Guide, with the help of the notes provided.
7. Working through the structure and vocabulary exercises given in the Reader.
8. Oral preparation for the composition exercise(s).
9. Writing the composition(s).

LESSON 1

Swami and His Father

I. SENTENCE PATTERNS

1. Write these sentences on the blackboard :

If only he could get more light on this point !

If only father would tell him whether Rama was trying to sell ripe fruit or unripe ones !

Tell the pupils that each of these sentences (which are exclamations) expresses a strong wish or an unfulfilled condition which one considers it desirable to have been fulfilled.

If only I had known about it ! means *I wish I had known about it, but I didn't know about it.*

Similarly the sentences given above mean :

He wished he could get more light on this point; but he couldn't.

He wished father would tell him whether Rama was trying to sell ripe fruit or unripe ones; but his father would not tell him.

Get the pupils to express each of the following sentences or pairs of sentences as an unfulfilled wish, using *if only* as in the sentences above. Ask the pupils to use exclamation marks, if they are writing the sentences.

i. He wished Gopal were present at the meeting; but he wasn't.

ii. He should have worked hard, but he didn't.

- iii. She should have applied in time, but she didn't.
- iv. She should have taken someone with her and not gone alone.
- v. I wish you would moderate your terms.
- vi. I wish he had written to me about his plans.
- vii. Every member should have been present here today. But everyone is not.

2. Write this sentence on the blackboard :

The farther he went, the worse he fared.

Tell the pupils to note that this structure has two parts, with a comma separating them. In each there is a definite article *the* followed by an adverb or an adjective in the comparative degree.

The meaning of the sentence can also be expressed as :

As he went farther and farther, he fared worse and worse.

This structure (the + comparative.....the + comparative...) is used when we express the relationship between two events or circumstances which vary one in proportion to another.

More examples

The older you grow, the wiser you become.

The heavier the baggage we carry, the less comfortable will the journey be.

Patient : When should I get the operation done ?

Doctor : The sooner, the better.

Get the pupils to make meaningful sentences from this table.

The	sooner	you see a doctor	, the	drier	the earth becomes
	more	wages you give them		sooner	you get tired
	longer	he thought about the question		easier	it will be to read
	faster	you run		better	it will be for you
	hotter	the weather gets		more	they ask for
	neater	your handwriting is		less	certain he was of its answer

3. Noun Clauses

(a) Write this sentence on the blackboard :

"Father, I cannot do the sum," Swaminathan said, pushing away the slate.

Tell the pupils that in this sentence the words of the speaker are reported directly. If the words are reported indirectly, the sentence will read :

Pushing away the slate, Swaminathan told his father *that he could not do the sum.*

The words of the speaker are here put into the sentence as a noun clause (shown in italics) which is the object of the reporting verb (here, *told*). We get noun clauses as objects of verbs in this way when a statement in direct speech is reported indirectly. The reporting verbs may be *said, told, reported, remarked, announced, complained, protested, vowed*, etc.

Get the pupils to turn the following into indirect speech.

- i. "You seem to be an extraordinary idiot," Father said.
- ii. Swaminathan looked about and complained, "I can't find any here, father."
- iii. Swaminathan announced at the end of half an hour's agony, "Krishnan must pay six annas," and burst into tears.
- iv. "That's not the way to clean things," Father said.
- v. He almost wept as he said, "I don't know what Rajan and Mani will think, waiting for me, if I keep on fooling here."

(b) Noun clauses with *that* can also come as objects of verbs such as *fear, realize, feel, indicate, forget, remember, know, find*, etc.

Examples :

- i. Swaminathan feared that it might interfere with his afternoon rambles with Rajan and Mani.
- ii. His dress indicated that he did not intend going out immediately.

iii. Do you think that you have passed the B.A. ?

Exercise to be set : Get the pupils to combine each of the following pairs of sentences into one sentence with a noun clause beginning with *that*.

Example :

I had to pay my fees yesterday.

I forgot that.

I forgot that I had to pay my fees yesterday.

- i. He might have the spider as his pet.
Swaminathan suddenly realised this.
- ii. He must have been like Sankar.
Somehow one couldn't help feeling this.
- iii. I needn't read after the examinations are over.
You said this.
- iv. He will not be taken into the school team this year.
Salim knows that.
- v. That day was his birthday.
The old man suddenly remembered this.
- vi. The shopkeeper was trying to cheat him.
The farmer found this.
- vii. He had poor mastery of his subject.
The boy's answers revealed this.
- viii. She is no more in love with me.
Her letters show this.

(c) Write this sentence on the blackboard :

I don't know *what Rajan and Mani will think*.

Tell the pupils that the part of the sentence in italics beginning with *what* is a noun clause and it is the object of the verb *don't know*. It is the indirect form of the following direct question:

What will Rajan and Mani think ?

Exercise to be set : Combine each of the following pairs of sentences, turning the question into a noun clause.

Example :

Who broke the chair ?

I don't know.

I don't know who broke this chair.

- i. Why are holidays given at all ?
I don't see.
- ii. Why did Rama fix fifteen annas for ten mangoes ?
He wondered.
- iii. What have I done to you ?
I don't know.
- iv. What had she said to her husband a few minutes ago ?
Mother had forgotten this.
- v. How long is his school going to be kept closed ?
I wonder.
- vi. Where had he put his glasses ?
He forgot.
- vii. When will the train arrive ?
I can't tell you this.
- viii. Which part of the sum contained the answer ?
Swaminathan looked over the sum to find out this.
- ix. How much does a single mango cost at fifteen annas for ten ?
Tell me.

(d) When a question beginning with a question word (such as *what, why, etc.*) in direct speech is reported in indirect speech, it is put into a noun clause beginning with the question word. The reporting verb will be *asked, enquired, etc.*

Example :

Direct : "Where are you going ?" Father asked Swaminathan.

Indirect : Father asked Swaminathan where he was going.

Exercise to be set : Turn the following into indirect speech :

- i. "Where were you yesterday at this time ?" Father asked Swaminathan.
- ii. "How many days is it since you touched your books ?" Father asked.
- iii. "Where am I to go for a piece of cloth ?" Swaminathan asked peevishly.
- iv. "Why don't you leave us, poor folk, alone, mother ?" Swaminathan asked in an undertone.
- v. "What have you in your head ? What is the price of one mango ?" Father asked Swaminathan.

(e) Write this sentence on the blackboard :

"Do you want a whole day to throw out the spider ?"
Father asked.

Tell the pupils that if the sentence is turned into indirect speech, we get :

Father asked Swaminathan *whether he wanted a whole day to throw out the spider.*

The part of the sentence beginning with *whether* is a noun clause, and it is the object of *asked*.

In place of *whether*, we can also use *if* and say : Father asked Swaminathan if he wanted a whole day to throw out the spider.

We get noun clauses of this type, beginning with *whether* or *if*, when we put into indirect speech questions beginning with *is*, *are*, *was*, *were*, *have*, *do*, *does*, *did*, *can*, *could*, *will*, *would*, *should*, etc. (These are called 'Yes' or 'No' questions).

Exercise to be set : Report the following into indirect speech turning the question into a noun clause beginning with *whether* or *if*.

- i. "Can you give me a piece of cloth ?" Father asked, coming to business.
- ii. "Are you not ashamed of yourself ?" Father asked.
- iii. "Should I read even when I have no school ?" Swaminathan asked.

iv. "Do you think you have passed the B. A. ?" Father asked.

v. "Is this how you arrange things ?" Father asked.

(f) Write this sentence on the blackboard :

I will tell you *whether/if* the fruits were ripe or not afterwards.

Tell the pupils that the clause beginning with *whether/if* in this sentence is a noun clause. It expresses the indirect form of the question : Were the fruits ripe or not ?

Exercise to be set : Mark with a tick those sentences in which *if/whether* + clause is a noun clause and mark with a cross those sentences in which *if/whether* + clause is an adverb clause.

i. Tell me if this is true.

ii. Turn him out if he comes here.

iii. I can't say whether he will keep his promise or not.

iv. Ask him if he will pay the money back on the promised day.

v. Whether the Chairman attends or not, the meeting must go on.

vi. He will certainly get the job if he applies for it.

vii. I shall see if mother has a piece of cloth.

4. Write this sentence on the blackboard :

And you are not going out now.

Draw the attention of the pupils to the context in which the sentence is spoken. The verb in the sentence, *are not going out*, is in the present progressive form, but what the sentence expresses is not the negation of an action in progress; it only expresses a prohibition or a command. It means : Don't go out now.

Get the pupils rewrite each of the following commands, putting the verb in its present progressive form.

i. Don't go to bed until you do your homework.

- ii. Don't go out to play until five o'clock.
- iii. Don't stay back; come with me.
- iv. Don't eat in a restaurant; eat at home.

II. WORLD AND PHRASE STUDY

interfere (v.i.) : (of events) come into opposition (*with* something); (of persons) break in upon without right or invitation; meddle.

Note the prepositions which are used after this verb.

"I shall be glad to cooperate with you as long as such cooperation does not interfere *with* my duties," the police officer said to the social worker.

"Don't interfere *in* my business. I can take care of it myself."

It is unwise to interfere *between* husband and wife.

When two brothers quarrel, it is unwise to interfere.

intend (v.t.) : have in mind as a plan or purpose; mean.

He does not intend going out in the near future.

Note the use of the -ing form of the verb after *intend*. The infinitive is also seen used in place of the -ing form.

What do you intend to do on Sunday ?

He intended to make the most of it (the opportunity).
(Lesson 2)

He doesn't intend marriage now. He wants to get a job first.

What do you intend by your remark ?

intend for (as in passive constructions)

These books are intended for the school library.

die : (Teach the phrases below.)

die of (an illness, disease, hunger, etc.) :

He will die of sunstroke if he keeps going out in the sun.

He died of cholera/cancer.

die by :

The police suspect that he died by his own hand (committed suicide).

die from :

The traveller died from the stab wound inflicted by a robber.

die for :

Truly can it be said that Gandhiji lived and died for his country.

die away : become faint or weak.

The plane started with a roar, but as it rose high up, the noise died away.

die + complement (a martyr/beggar, etc.) :

Gandhiji died a martyr.

No one bought his pictures and he died a poor man.

die out : cease to exist.

Many species of wild life are slowly dying out.

With the advance of science many old superstitions have died out.

die in harness : die while one is still engaged in one's regular work i.e. before one has retired.

He died in harness and his widow gets a pension.

responsible : accountable (i.e. bound to answer for something).

responsible for :

Swaminathan held his mother responsible for all his troubles. (i.e. They arose because of her.)

The pilot is responsible for the safety of the passengers. (i.e. It is his duty to look after their safety.)

responsible to :

In a democratic government the cabinet is responsible to the Legislature/Parliament. (i.e. The Legislature/Parlia-

ment has the authority to question or examine the actions of the cabinet.)

on top : above.

Ashok's exercise book is at the bottom of the pile, Mohan's is on top.

on top of : (1) *on (the) top of* (= over or resting on).

Please put Anil's exercise book on top of the others.

(2) *on top of* (= in addition to).

The boy kept away from school, developed the habit of smoking and kept bad company. On top of it all, he took to stealing money from home.

wonder (v.i. & v.t.): be filled with wonder.

wonder at :

Everyone wondered *at* the boy's courage.

wonder : ask oneself.

I wonder how long this school is going to stay closed.

I was wondering how he passed the examination.

"I still wonder whether that was possible."

Swaminathan wondered what made Rama expect fifteen annas for ten mangoes.

annoy : cause inconvenience to; make angry.

The boy's behaviour annoyed the teacher.

Note the passive use.

be annoyed : The teacher was annoyed *at* the boy's behaviour.

He was annoyed *with* the boy for behaving so badly.

He was annoyed *to* learn that the boy had misbehaved.

much to one's displeasure|pleasure|satisfaction|dissatisfaction|disappointment|surprise|delight, etc.

- i. Mohan had planned to go to the pictures, but much to his displeasure, his parents asked him to stay at home and look after the baby.
- ii. Salim had no hopes of being included in the football team; but one of the boys selected did not turn up. So, much to his pleasure, he was asked to take the boy's place.
- iii. Mr. Das had wanted to put his son in the medical college, but much to his disappointment, the boy just scraped through his H.S.C. examination and so had no chance of being selected.
- iv. Once, to the little fellow's great delight, one of the divers brought up a splendid blue and yellow starfish. (Lesson 3 of the Reader).

Get the pupils to make sentences of their own, using *much to one's satisfaction/dissatisfaction/surprise/annoyance, etc.*

If necessary provide a situation for the use of each of these phrases. For example :

It was the peak hour. I expected all the buses to be full.

But one came, almost empty. It was a pleasant surprise.
be deaf to : be unwilling to listen to.

Vibhishana begged his brother, Ravana, to restore Sita to Rama, but Ravana was deaf to his advice. (Ravana *turned a deaf ear* to Vibhishana's advice.)

His mouth began to water : His desire for food was aroused. The boy saw the *laddus* and *burfis* on the table and his mouth began to water.

The smell from the kitchen made my mouth water.

can't help + verb + ing : avoid/prevent + verb + ing.

When the boys saw the pot-bellied man, they couldn't help laughing.

He can't help worrying about every little thing. That is his nature.

of what avail is it to.....? : Of what use is it to.....?

Of what avail is it to argue with him ? He will not listen to reason.

Of what avail is it to discuss what we should have done ?
Let's discuss what we should do now.

half a mind to + verb : be rather inclined to + verb.

Mohan failed a second time in the examination. He had half a mind to stop studying, but his teachers advised him to continue.

III. COMPOSITION

Conduct an oral composition class to help the pupils to do Exercise X in the Reader : "How you spent your last summer vacation."

Ask questions of the following type, the answers to which can be organised as the subject matter for the essay.

1. Where did you spend your summer vacation ? Did you spend it at home ? Did you spend it away from home ? If you were away from home, what was the place like ?
2. Did you visit any place of interest : old fort, zoo, museum, etc. ? What things impressed you most in those places ?
3. Did you read any books ? What books ? What impressed you in the book/s ?
4. Did you do anything to improve your English/Mathematics/Hindi, etc. ?
5. Did you pursue any of your hobbies: stamp-collecting, painting, gardening, etc. ?
6. Did you engage yourself in any programme of social work or community service ?

LESSON 2

All about a Dog

I. SENTENCE PATTERNS

Adjective Clauses

Write these sentences on the blackboard :

1. He clearly remembered Rajam's complaining bitterly of a home-tutor *who pestered him for two hours a day thrice a week.*
2. She carried one of those Pekinese dogs *that women in sealskin like to carry in their laps.*
3. Even the dashing young fellow *who had demanded the number* had taken an opportunity to slip away.
4. This was the opportunity *for which he had been waiting.*

Point out that in these sentences, the clauses in italics qualify or define (that is, tell something precise about) the nouns before them (home-tutor, dogs, fellow, opportunity). They are called defining adjective clauses. We use the relative pronouns *who*, *that*, or *which* to introduce such clauses.

Tell the pupils to note that we don't put a comma between the defining adjective clause and the noun it qualifies.

Now write the following sentences on the blackboard :

1. "You can take my name and address," said the woman, *who had evidently accepted the challenge.*
2. My mother, *who is ninety years old*, is still very healthy.

The clauses in italics are adjective clauses, but they do not define the nouns that come before them. They only give some additional information about the nouns. Such clauses are called non-defining adjective (or relative) clauses.

Tell the pupils to note that we separate the non-defining clause from the rest of the sentence with commas.

Write the following sentences on the blackboard :

1. My son, *who lives in Delhi*, is arriving tomorrow.
2. My son *who lives in Delhi* is arriving tomorrow.

Point out that sentence (i) means that the speaker has only one son and that he lives in Delhi. The clause (in italics) is a non-defining relative clause. Sentence (ii) means that the speaker has more than one son. In this sentence he refers to the son who lives in Delhi. The clause (in italics) is a defining relative clause.

Exercise to be set : Combine each of the following pairs of sentences into one sentence, converting the sentence in italics into a relative clause. Punctuate the sentence correctly.

1. *One of my brothers is an engineer.*
He is employed in a firm in Bombay.

2. *Dr Bhatt is my next-door neighbour.*
He is a famous E.N.T. specialist.

3. I am looking for a house.
It should have at least two bedrooms.

4. *A man came to see you yesterday.*
He is here again.

5. *Our hockey players were world champions for seven years.*

They no longer hold this title.

6. *My house is near by.*
It is a three-room house.

7. He has three sons.
They are all grown up.



8. We came to an inn.
There we decided to spend the night.
9. Akbar was a great ruler.
But he could not even write his name.
10. *There is a complaints book in the office.*
You can write your complaints in it.
11. My old father walks five kilometres every day.
His birthday falls on Sunday.
12. That is an ointment.
It is used for treating several kinds of skin diseases.

II. WORD AND PHRASE STUDY

to make the most of : to use (something) to the greatest advantage.

I can keep this book only for a week. I want to make the most of it in this time.

"Mr. Erickson is a great town-planning expert. He will be with us for a week. Let's make the most of his visit," the chairman said to the members of the Municipal Council.

as it is : even as things are now; even in the present situation.

"Don't go out in this bad weather. You have a cold as it is," Mrs. Pant said to her son.

"I am sorry I can't give you another holiday. We have lost six days as it is," the headmaster said to the boys.

to be indifferent to : not have an interest in.

"If you continue to be indifferent to your studies, you are sure to fail in the examination," the teacher warned Ashok.

"Don't be indifferent to your health. Your health is not satisfactory as it is. Take care of it," Raju's brother said to him.

"It is quite indifferent to me whether you accept my advice or not. I don't care what you do."

quarter (n.) : (here) direction; source of supply, help, etc.

As his father was very poor, he could not expect any help from that quarter.

The police made enquiries everywhere about the missing woman, but couldn't get any clues from any quarter.

quarters(pl.) : lodgings.

The workers were provided with quarters close to the factory.

give quarter to : show mercy.

They gave the enemy no quarter, but killed everyone of them.

stand (n.) : position that one takes up.

The host took his stand at the entrance to the hall and received the guests.

The lawyer took his stand on an earlier judgement of the court. (=argued on the basis of the earlier judgement)

to see something through : not give up an undertaking until the end is reached.

You have taken up a task that is extremely difficult and challenging, but you should see it through and not leave it off in the middle.

see someone through : give someone support and encouragement until the end.

I realize that you are in a difficult situation, but I promise to see you safely through.

strike work : stop working (here, said of the engine of the bus, but usually said of workmen who stop working in order to get more pay, better working conditions, etc.)

The pump I bought last week worked well for two days. Then it struck work.

The workers of the steel plant struck work demanding more dearness allowance.

There are rules and rules : There are different kinds of rules and all are not to be regarded in the same way. Some rules are strictly to be followed, some need not be.

take something well : accept something as reasonable; receive (something) kindly or favourably.

The teacher called Bhaskar and told him that his behaviour in the class was unsatisfactory and gave him sound advice. Bhaskar took it well and promised to behave better.

wink at : pretend not to notice; deliberately ignore (a piece of misconduct).

Some boys these days want to cheat in examinations and they want the invigilator to wink at their doings. This, of course, is utterly bad.

III. COMPOSITION

Exercise V—B in the Reader.

Ask the pupils to write an account of any incident similar to the one in the story, that is, an incident in which the letter of a rule is followed, not the spirit of it.

For an example, give the following hints and get the pupils to expand them into a story. Ask the pupils to divide the story into suitable paragraphs and to put in dialogues at the appropriate places.

A hundred years ago—a great man in Bengal called Iswar-chandra Vidyasagar—very learned—led simple life—wore simple clothes—once invited to dinner by a rich man—guests started arriving—all in fashionable western clothes—Vidyasagar arrived—usual simple clothes—stopped at the gate by watchman—left—came back—now in trousers, hat, etc.—had had a set of them—now allowed to go in—the dinner—Vidyasagar didn't eat anything at first—found talking to his coat, hat, etc. telling them to eat!—host puzzled and worried—enquired of Vidyasagar—"Only my trousers, coat and hat were allowed in, not me"—host felt sorry for the watchman's action—apologised.

Did the watchman follow rules in the proper manner?

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LESSON 3

Treasure From the Deep

I. SENTENCE PATTERNS

1. Write these sentences on the blackboard :

- i. Before us lay the sandy shores of the Persian Gulf.
- ii. Up shot the divers, clasping the baskets.
- iii. There out at sea, was a shark's fin.
- iv. Then over the water, sounded the evening call of the pearl fishers.

Ask the pupils to note the following :

- i. The adverbials—*before us, up, there out at sea, then over the water*—have been put at the beginning instead of after the verb, which is the usual practice.
- ii. There is an inversion in the order of the subject and the verb (e.g. *lay the sandy shores* instead of *the sandy shores lay*).

Show that without these changes the sentences would read :

The sandy shores of the Persian Gulf lay before us.

The divers shot up, clasping the baskets.

A shark's fin was there out at sea.

The evening call of the pearl fishers sounded then over the water.

Tell the pupils that the changes made in these sentences make them more vivid, dramatic and picturesque.

Exercise to be set : Rewrite the following sentences using the devices stated above in order to make them more vivid or dramatic.

1. The most wonderful of the tricks shown by the magician came after this.
2. The fox ran away with the cake in its mouth.
3. The lion jumped in roaring at the image he saw at the bottom of the well.
4. A strange-looking man with a long beard sat on the stool in a corner of the hall.
5. The articles that the thief had stolen lay at the bottom of the well.
6. The missing watch was in the boy's bag.
7. The workers stood around the manager shouting slogans.
8. A deep moat ran around the fort.
9. The safety-pin was inside the child's stomach.
10. The snake crawled out with a frightening hiss.
11. The rocket rose up into the sky with a deafening noise.
12. A faint echo came from a rival fishing-fleet from very far away.

2. Adjective Clauses : Revision

Get the pupils to pick out from the lesson six sentences, three having a defining adjective clause in each and three having a non-defining adjective clause in each.

3. Adverb Clauses of Time

Write these sentences on the blackboard and ask the pupils to copy them in their notebooks.

- i. Father commanded Swaminathan, *just as he was stepping out of the house* : "Swami, come here."

- ii. *As he uttered the last sentence*, he tried to believe it.
- iii. *When the engine was put right*, the conductor came back and pulled the bell.
- iv. How many days is it *since you touched your books*?
- v. This bus doesn't go on *until that dog is brought out*.
- vi. Meanwhile the work went on *while the captain sat on his bench and the little boy rolled innumerable cigarettes*.
- vii. You said before the examinations that I needn't read *after they were over*.
- viii. Read the passage twice or three times *before you start writing the precis*.
- ix. *As soon as the teacher left*, the boys started making a lot of noise.
- x. "Feel free to come to me *whenever you have any problem*," the warden said to the boarders.

Ask the pupils to note that the italicised part in each sentence above is an adverb clause of time. Adverb clauses of time are most frequently introduced by *as, when, since, before, after, until, till, while, whenever* and group conjunctions by *as soon as, as long as, just as, the moment (when)*, and the correlative pairs *no sooner.....than, hardly/scarcely.....when*.

Exercise to be set : Combine each of the following pairs of sentences with an adverb clause of time. Use the conjunction in brackets. The first one is done as an example.

1. The bus ran for a short distance.
Then the engine struck work. (after)
After the bus had run a short distance, the engine struck work.
2. Do all those four sums.
You are going out only after you have done them.
(until)
3. The pullers feel a little jerk on the rope.

At once they heave the rope up. (as soon as)

4. The old man visits us often.

Every time he visits us, we give him a good meal.
(whenever)

5. You wrote to me three months ago.

I haven't had a letter after that. (since)

6. Rome was burning.

Nero was fiddling at that time. (while)

7. His turn to make a speech drew nearer and nearer.

He grew more and more nervous. (as)

8. The dentist pulled my tooth out.

I had not completed saying "wait a minute" at that time. (before)

9. I was coming out of the house.

Just then a black cat ran across my path. (just as)

II. WORD AND PHRASE STUDY

look-out (n) : state of being watchful.

The police were on the look-out for the men who robbed the bank.

A motorist should be on the look-out for road signs and signals while driving along a highway.

apiece (adv) : each; separately.

He gave his children five rupees apiece for crackers.

Those diamonds are worth a thousand rupees apiece.

point out : show or call attention to.

The teacher pointed out the mistakes in the composition exercises of the pupils.

He pointed them out, taking up each pupil's exercise.

Ask the pupils to note that the phrasal verb *point out* is (as in the second sentence above) split up when it takes a pronoun as its object, and the pronoun is placed between the

verb and the adverbial particle. Here are a few more examples of phrasal verbs which are split this way.

The teacher called out our names. But he called them out in a low voice, so we could not hear him properly.

He held up a picture before us.

He held it up for a few seconds.

Write down the sentences that I dictate.

Write them down in your notebook.

He tore off the paper angrily.

He tore it off before me.

off duty : not engaged in one's regular work.

on duty : engaged in one's regular work.

"I am off duty now, so I am sorry I cannot attend to you. Dr. Jain is on duty and he will attend to you," the doctor said to the patient.

enquire : seek information.

(The verb has an alternative spelling : inquire.)

Draw attention to the uses of the word in the examples below.

Mr. Hudson enquired the reason for the cry of the pullers and the laugh that followed.

The teacher enquired the reason for the absence of several boys from class.

enquire of somebody :

Mr. Hudson enquired of the captain the reason

The teacher enquired of the class-leader the reason for...

enquire for something :

I enquired for the drug in every medical shop, but I could not get it.

I enquired for the manager, but was told he was on tour.

enquire into :

A judge is enquiring into the circumstances of the police firing.

assure : say positively, with confidence; cause (somebody) to feel sure/certain.

He assured me that there was no danger.

He assured me of his willingness to help.

The voters gathered at the meeting assured the candidate of his victory in the election.

on board (a ship) : in or to a ship.

There were three hundred passengers on board when the ship sank. A hundred of them had got on board at the last port.

III. COMPOSITION

1. Get the pupils to do Exercise IX in the Reader. Provide the relevant facts through questions and answers.

- (1) What did the author step his foot into ? Why did he do so ?
- (2) What did he feel around his ears and eyes, when he was going down ?
- (3) Did the author feel comfortable and safe ? If he didn't, why didn't he ?
- (4) How deep did he go into the water ?
- (5) What did he do in the end ? Why did he do that ?
- (6) How did the men on the boat greet him ?
- (7) Why were they amused ?

2. Mr. Hudson describes the hunt for pearls as one that would put every other hunt into the shade. Ask the pupils to write a description of the pearl hunt, bringing out its remarkable aspects. They could use the hints given below.

Hints

What the hunt was for — an occupation full of challenge and thrills — two types of men involved — the skinny and the brawny — the skinny (thin) ones : how they are fitted for the job — the big brawny ones : their job — how the

divers go down —— their work —— the coming up —— the brief rest —— the dive again —— the real dangers —— the dance and the jokes.

Ask the pupils to divide their answers into paragraphs one for each of these units :

- (1) Introduction — What the hunt was for.
- (2) The two types of divers.
- (3) The going down.
- (4) The coming up.
- (5) The dangers.
- (6) How the divers relaxed and amused themselves.

LESSON 4

Maori Villages

I. SENTENCE PATTERNS

1. Adverb Clause of Purpose

Write this sentence on the blackboard :

Someone had put a stone over it *so that no passer-by should step into it by accident.*

Point out that the clause in italics expresses the *purpose* for the action mentioned in the main clause. A clause of this kind is called an adverb clause of purpose. Very often we also use *in order that* in place of *so that*.

Here are a few more examples :

- i. Mr. Joshi bought a piece of land near his house *so that he could grow vegetables there.*
- ii. The divers keep their bodies thin *so that they can resist the tremendous pressure of the water at the bottom of the sea.*
- iii. Mr. Sekhar is moving to the city *so that he can send his two daughters to college.*

Ask the pupils to note that when the verb in the main clause is in the present tense, *can* or *may* is used before the verb in the 'purpose' clause. When the verb is in the past tense, *could*, *might* or *should* is used.

Exercise to be set : Write the following table on the blackboard and ask the pupils to make six meaningful sentences from it.

They grow vegetables in the backyard		you can be sure of its spelling.
Ashok went to bed early		they can cultivate strength of muscle.
Please look up the word in the dictionary		we may work undisturbed.
They took a tourist guide with them	so that	he might get up early the next morning.
The rope-pullers eat a great deal		they should not lose their way.
Please shut the door		they could always have them fresh.

2. Adverb Clause of Manner (or Comparison)

Write the following sentences on the blackboard :

- i. My friends live in a wooden house *as do the Maoris themselves.*
- ii. A wooden house does not cause so much damage when falling *as a brick house would do.*

Point out that the clause in italics in sentence (i) is an adverb clause which describes the *manner* in which what is referred to in the main clause happens. A clause of this kind is called an adverb clause of manner. The clause in italics in sentence (ii) is also an adverb clause. It expresses a comparison (here, between a wooden house and a brick house). A clause of this kind is an adverb clause of comparison. An adverb clause of manner or comparison is introduced by *as*.

Exercise to be set : Rewrite the following sentences turning the italicised phrase into an adverb clause of manner or comparison, as the case may be.

Example

This parrot can say a number of words *exactly like my daughter.*

This parrot can say a number of words *exactly as my daughter says them.*

1. The Englishman wanted to dive too, *like the pearl divers*.
2. Having been in the U. S. A. for a number of years, he pronounces his words *like an American*.
3. *Unlike the previous manager*, the present manager does not ill-treat his subordinates.
4. *Unlike the rope-pullers*, the divers do not get fat.
5. But some are only rules for your guidance, which you can apply or wink at *according to the dictates of common sense*.

3. Adverb Clause of Reason or Cause

Write this sentence on the blackboard :

The rope-pullers need to cultivate great strength of muscle *since the lives of the divers depend upon their being able to pull the ropes in quickly*.

The clause in italics gives the *reason* or *cause* for the action described in the main clause. It is, therefore, called an adverb clause of reason or cause. An adverb clause of reason is usually introduced by *since*, *as* or *because*, or by group conjunctions such as *in as much as*, *seeing that*, etc. In legal language you will see it introduced by *whereas*.

Here are a few more examples :

As the weather was bad, I decided not to go out for a walk.

I have got wet, because I have been walking in the rain.

Since we have no money, we cannot buy the radio at present.

The *as* clause and the *since* clause are usually put at the beginning and the *because* clause at the end of a sentence.

Examples

1. As I was unable to pay the fees in time, I had to pay a fine.
2. Since he neglected his studies all through the year, he failed miserably in the annual examination.

3. He was disqualified from the next year's games because he had been rude to the referee.

Exercise to be set : Combine each item in A with a matching item in B and make a sentence, by turning the item in A into an adverb clause of reason.

A	B
It started raining.	I did not get wet in the rain.
Swaminathan wanted to keep the spider as his pet.	The conductor did not allow her to sit inside the bus.
I was suffering from fever.	He did not open his mouth.
I had my umbrella with me.	The players came away from the field.
The woman had got a dog with her.	He did not throw it away.
Swaminathan did not know the answer to his father's question.	The doctor advised me to keep in bed.

II. WORD AND PHRASE STUDY

go bathing : go (to a river, lake, etc.) in order to bathe.

Other examples of this construction are : go shopping/hunting/swimming/fishing/begging.

Mrs. Das goes shopping on Sundays.

go begging : (used of things) be unwanted.

Jobs go begging in that company because the salaries are low and the employees are treated badly.

'Indeed I would' : This is a short form for *Indeed I would like to go with you to a service in the Maori church.* (See line 6, page 34 in the Reader.)

Here are a few more examples of short forms of this kind.

Do you like the food ?	— Yes, I do.
Have you done your homework ?	— Yes, I have.
Can you swim ?	— Yes, I can.
Did you see Mr. Rao ?	— No, I didn't.
Will you tell a lie again ?	— No, I won't.

show one over a place: take one round a place.

The headmaster showed the visitor over the school and the hostel.

hand-woven: woven by hand.

This is a compound word formed by a noun and a verb in the past participle form. Here are some other examples.

hand-stitched

type-written

moth-eaten

horse-drawn

man-made

god-forsaken

machine-driven

sound hollow: (See the explanation given in the notes in the Reader.)

In this phrase the verb is followed by an adjective to complete the meaning. A few other examples of this structure are:

look nice/fine/awful

taste good/bitter

keep clean/fresh

sound true/attractive/tempting

all the more: much more or so much more.

"The food tastes very nice, all the more so because you have cooked it," the young man said to his newly married wife.

I didn't see why: This is a short form for *I did not see why I should like to see how she made it*. (See line 23, page 35 in the Reader.)

A few other examples of short forms of this kind:

He is not present; I don't know why (he is not present).

He will come; but I don't know when (he will come).

He whispered something; but I don't know what
(he whispered).

He cooked the food in a few minutes; we don't know how
(he did it).

Someone asked for you; I don't know who (it was).
so as to : in order to.

He typed the letters quickly so as to post them before
5 p.m.

The speaker spoke in a loud voice so as to be heard at
the far end of the hall.

III. COMPOSITION

1. Get pupils to do Exercise VIII in the Reader : Writing a short description of the Maori village and the Maori way of life. The subject matter may be built around the topics given below.

- i. The Maori villages—where located.
- ii. The Maori houses—the church and its pulpit.
- iii. The Church.
- iv. The boiling pools and their uses :
 - (a) bathing
 - (b) cooking
 - (c) washing
 - (d) medicinal purposes

2. If the pupils should visit a place which has some interesting features like the ones described in the lesson, get them to write about it.

LESSON 5

The Penguins

I. SENTENCE PATTERNS

1. Adjective Clauses (continued)

Write this sentence on the blackboard :

Their soldier-like appearance was owing to the stiff, erect manner *in which they sat on their short legs.*

Ask the pupils to note the use of the preposition *in* before the relative pronoun *which*. This clause can be derived from the two sentences given below :

Their soldier-like appearance was owing to a stiff, erect manner.

They sat on their short legs *in* this manner.

Exercise to be set : Combine each of the following pairs of sentences into one sentence turning the second sentence into an adjective clause.

Example

I showed him the book.

I had found the quotation *in* it.

I showed him the book *in which* I had found the quotation.

1. What use is it to discuss the plan?

No one seems to be interested *in* it.

2. Show me the watch.
You paid a thousand rupees *for* it.
3. The boy ran away from home.
I had spent a lot of money *for* his education.
4. Give me a knife or a tin opener.
I can open this tin *with* it.
5. He had a friend in the booking-office.
With his help he was able to get a ticket for his journey.
6. I will introduce you to a man.
You can see the Minister *through* him.
7. This is the book.
I took the story *from* it.

2. Adverb Clause of Effect or Result

Draw the attention of the pupils to these sentences in the Reader.

- i. Their legs were short and placed so far back *that the birds were obliged to stand up straight in order to keep their balance.*
- ii. At first we were so surprised with the noise which they and other sea-birds kept around us, *that we did not know which way to look.*

The clauses in italics are adverb clauses of effect or result, as they express the effect of what is said in the main clause. Ask the pupils to note that the adverb clause of result or effect is formed with *so.....that*. In sentence (i) *so* is followed by *far back* which is an adverb phrase. In sentence (ii) it is followed by the adjective *surprised*.

An adverb clause of effect or result can also be formed by using *such.....that*.

Example : He is *such* a fine actor *that* every film producer wants to engage him.

Get the pupils to do Exercise VII in the Reader and the following exercise.

Exercise to be set : Combine each of the following pairs of sentences, using *so.....that* or *such.....that*.

1. The policeman held the thief's hand tightly.
The thief could not even move.
2. He is a very skilful carpenter.
Everyone wants his furniture to be made by him.
3. The lecture was very dull and uninteresting.
We came away after listening to it for half an hour.
4. One member of the Interview Board asked me a very difficult question.
I started sweating all over.
5. He answered every question with great ease.
The Selection Committee at once selected him for the post.
6. The speaker dealt with the subject very thoroughly.
No one who spoke after him was able to say anything new.

II. WORD AND PHRASE STUDY

owing to : because of; on account of.

Owing to the rain the match was postponed.

"Owing to the cooperation that I had from you all, the function was a great success."

Another phrase which has nearly the same meaning is *due to*, which means *caused by*. *Due to* is generally used in a complementary position and it is not generally put at the beginning of a sentence.

Compare the two sentences given below :

Owing to the driver's carelessness, there was a bad accident.

The accident was due to the driver's carelessness.

be obliged to : have to; be bound to; be compelled to.

He was obliged to sell all his property to pay his debts.

Since no transport was available, we were obliged to walk.

The phrase also means : be grateful to.

I am obliged to you for the timely help you gave me.

oblige (vt) : do a favour to (especially in answer to a request).

A : Will you oblige me with a loan of a hundred rupees?

B : Certainly. How can I disoblige you? You have helped me often in the past.

obliging (adj) : willing to help.

We are lucky to have obliging neighbours.

obligingly (adv) : by way of obliging.

The young man obligingly gave his seat in the bus to the old woman.

obligation : duty.

A parent has certain obligations to his children.

Sons and daughters similarly have certain obligations to their parents.

"I am under no obligation to anyone, since no one helped me in this work." (=I am not indebted to anyone.)

obligatory (adj.) : that is required by law, rule, etc.

"Attendance at the early morning prayer is optional, but attendance at the school assembly is obligatory," the head-master said.

alarm (v) : give a warning or feeling of danger to; cause anxiety to.

The condition of the patient's heart alarmed the doctor.

be alarmed at :

The doctor was alarmed at the condition of the patient's heart.

alarming (adj) :

"Did you hear the alarming news? Our beloved leader had a heart attack yesterday."

alarm (n) :

The woman raised an alarm on seeing the thief, but the thief ran away before anyone arrived.

alarm-clock (n) : a clock that rings at a fixed time.

'That beats everything' : That surpasses or outdoes everything in cleverness, stupidity, mischief, etc. (This is a way of expressing surprise, wonder or puzzlement.)

Mr. Raju is very well off. Why he should come to me for a loan beats me. (= I am puzzled by it.)

graveness (n) : seriousness.

This is a noun form of *grave* (adj). A more usual noun form is *gravity*.

He did not realise the gravity of his mistake.

not a little : very much.

The farmer was not a little surprised to see that the rats had eaten away all the grain.

not a few : a very large number.

The mistakes in his writing were not a few and it took quite some time to correct them.

Note, however, the different meaning of the negative phrases in the examples below.

Not one boy stood from his seat. (= not even one boy)
Not a word was said in his support. (= not even one word)

I know not a thing about the matter. (= not even a single thing)

be satisfied : be content.

I fed the starving man until he was satisfied.

The teacher was not satisfied with the explanation given by the boy for his absence.

satisfy (vt) :

It is difficult for any government to satisfy every section of the people.

satisfaction (n) : the state of being satisfied, pleased or contented.

I think I answered all the questions to the satisfaction of my examiners.

"Your success will be a great satisfaction to me."

dissatisfaction :

The wages proposed by the manager caused great dissatisfaction to the workers.

satisfactory (adj.) :

His progress was quite satisfactory in the opinion of his teachers.

unsatisfactory :

His conduct was highly unsatisfactory and he was dismissed.

as much as to say : which amounts to saying; indicating.

The audience started laughing and clapping, as much as to say they were bored and wanted the speaker to stop.

He looked at his watch as much as to say that it was time for the visitor to leave.

fast (adj.) : firmly fixed.

The post is fast in the ground.

He took a fast hold of the rope and climbed out of the well.

cease : stop.

The doctor pronounced the man dead as his heart had ceased to beat.

the deceased : a dead person.

Note that *the deceased* has a singular meaning unlike other adjectives which have a plural meaning when used with *the* : the poor, the rich, the deaf. Another example of a phrase with *the* and with singular meaning is : *the accused*.

III. COMPOSITION

1. Get the pupils to do Exercise IX, 1.

The following central ideas may be suggested for the paragraphs.

- i. What are penguins and where are they found ?
- ii. Their appearance and mode of walking.
- iii. The impression they give of being neither fish nor bird.
- iv. How they carry their eggs.
- v. The regularity in their life.
- vi. How the young are taught to swim.
- vii. Absence of fear at seeing human beings.

2. Get the pupils to write a paragraph on what they consider to be strikingly peculiar to the penguins.

Their orderliness and other soldier-like qualities — how they teach the young ones to swim — absence of fear.

3. If the pupils are familiar with any bird or animal which has interesting habits, get them to write a short account of it. If they need information, you could read out the habits of some animals and birds from one of the several books on the subject that may be available in the school library : e. g. *Marvels and Mysteries of the Animal World*, The Reader's Digest Association, Pleasant Ville, New York.

LESSON 6

Alfred Nobel

I. SENTENCE PATTERNS

Noun Clauses (continued)

1. In Lesson 2 the pupils saw the use of the noun clause as the object of the verb in the main clause. In this lesson they can study three more uses of the noun clause.

Write these two sentences on the blackboard:

It was against this background *that Alfred was born.*

It was in this way *that he succeeded in making dynamite gelatine.*

Tell the pupils that in each of these sentences, *it* at the beginning of the sentences stands for the noun clause in italics. If we put the noun clauses in the two sentences in place of *it*, the sentences will read :

That Alfred was born was against this background.

That he succeeded in making dynamite gelatine was in this way.

But rewritten in this way the sentences are not elegant and the intended emphasis is not brought out either. So the usual way is to use *it* as a provisional subject in such sentences.

Exercise to be set : Make the following sentences read better, by using *it* as the provisional subject.

1. That you should come tomorrow is not necessary.
2. That India became independent was on August 15, 1947.

3. That the pearl-divers should not get fat was very important.
 4. That the diver expressed his desire to come to the surface was by giving a jerk to the rope.
 5. That the big Englishman was unable to dive was puzzling to the Arabs.
2. A noun clause is also used to explain or elaborate the idea contained in a word. Read out this sentence from the text :

They overlooked the fact *that the materials invented by this Swedish scientist were no less useful for works of peace.*

Tell the pupils that the noun clause in italics elaborates the idea in the word *fact*. It states fully what the fact is. The clause beginning with *that* is said to be in apposition to the noun *fact*.

Exercise to be set : Fill the blanks with appropriate noun clause in the sentences given below, after looking up the references given in brackets. The first one is done for you.

1. Mother's complaint.....
.....spurred
Father to action. (Lesson 1, Section I)
Mother's complaint that there was no end to Swaminathan's loafing spurred Father to action.
2. Swaminathan's excuse.....
.....
did not stop Father from asking him to read.
(Lesson 1, Section I)
3. To do the sum Swaminathan wanted the information
whether.....
(Lesson 1, Section V)
4. The woman in sealskin refused to obey the conductor's order.....
(Lesson 2, Section I)
5. A policeman strolled up and looked in, but the hope
he raised.....

was soon belied. (Lesson 2, Section II)

6. The conductor was particular that the woman should take her dog out, but the author told him that the rule.....
was not a hard and fast rule like the rule of the road.
(Lesson 2, Section III)
7. Jack, Ralph and Peterkin entered the ranks of the penguins with sticks and spears in the belief.....
.....(Lesson 5, Section IV)
8. What hurt Alfred Nobel most was the French press's description of him.....
..... (Lesson 6, Section III)

3. Write this sentence on the blackboard :

What hurt him most was the bitter comments of the entire French Press.

The clause in italics is the subject of the verb *was* in the main clause. This is another way in which a noun clause is used—as the subject of a verb. The clause may be a *that* clause or one beginning with a question word. For example : *What he knows is very little.*

Exercises to be set : (a) Fill in the blanks with noun clauses after looking up the reference given in brackets.

1. That father.....
when the examinations were over was according to Swaminathan a breach of promise. (Lesson 2, Section. I)
2. I noticed that the divers were thin.
Why.....was explained to me by Mr. Hudson. (Lesson 3, Section I)
3. The author went down only to a depth of four yards.
Why.....was something that the Arabs could not understand. (Lesson 3, Section VI)
4. The Maori woman made tea for the author.
How.....was very interesting to watch. (Lesson 4, Section III)

(b) Rewrite each of the following sentences changing the words in *italics* into a noun clause beginning with *what*, *when*, *how* or *why*.

1. *The time for launching the attack* is a matter that the Captain should decide.
2. *The cause for the plane-crash* is being investigated by a high-level committee.
3. *His words* were not clear since he spoke in a low voice.
4. *The manner of his taking rabbits out of a hat* is a secret that the magician will not easily reveal.
5. *The reason for his resignation* is not known to anyone.
6. *The thing that impressed the inspector most* was the discipline in the school.

II. WORD AND PHRASE STUDY

well-to-do (adj) : wealthy.

Mr. Joshi is very well-to-do. He has large properties and in addition makes a lot of money in his business.

enterprise (n) : courage and willingness to engage in a new or challenging task.

Mr. Thakur is a man of enterprise and initiative. He has changed what was once a bankrupt organization into a flourishing concern.

enterprising (adj.) : having or showing enterprise.

He is an enterprising young man and deserves all encouragement.

large-scale : large in extent, size, etc. (cf. *small-scale*, *medium-scale*)

In a developing country, industries should be of all sizes : large-scale, medium-scale and small-scale.

run its course : develop and come to an end, taking the usual time.

Diseases such as small-pox or the common cold run their course; medicines do not help very much to end them quickly.

be short of : not have enough of.

He doesn't lack enterprise or initiative; but he is short of money.

I shall be happy to write the article, but I am short of time.

make/put heavy demands on :

The affairs of government make heavy demands on the time of a chief minister and leave him little time for rest.

"I had not realized that this work would make such a heavy demand on my time. I have no time to do anything else."

The situation caused by the workers' strike made heavy demands on the courage and imagination of the management.

on the contrary :

This is a phrase used to add emphasis to a denial or contradiction.

You think he has great courage. On the contrary, he is a coward.

to the contrary : to the opposite effect.

Let us take him to be honest until we have proof to the contrary.

overlook : fail to notice.

When you find fault with Gopal's work you overlook the fact that he is new to the job.

the headlines : headings, usually in large print, at the top of a printed column (especially of a newspaper).

I didn't have time to read the newspaper this morning. I only had a quick look at the headlines.

hit the headlines : become so important as to be announced through headlines.

The fall of a government is news that naturally hits the headlines.

III. COMPOSITION

1. Get the pupils to do Exercise IX in the Reade. The hints given below may be used appropriately.

- (a) Where Alfred Nobel was born — grew up in the midst of explosives — Alfred's aptitude for chemistry and mechanics — led to the manufacture of nitro-glycerine and later, dynamite — used in road-building, mining, etc. — unjustly criticised — accused of adding to the horrors of war — actually materials invented were useful for works of peace — the institution of the Nobel Prizes, including the Peace Prize — the unfair criticism of the French paper.
- (b) (i) Alfred Nobel's aptitude for chemistry and mechanics — worked on a scheme to make nitro-glycerine on an industrial scale — the explosion — the experiment continued on a boat — the making of a safer explosive — mixing different substances with explosives — discovery of dynamite gelatine.
- (ii) The making of dynamite gelatine — refusal by French authorities to grant patents — anti-Nobel campaign — Nobel criticised, and accused of adding to the horrors of war — Nobel's arguments ignored — the news of his death — the bitter comments — Nobel's leaving of the country and settling on the Italian Riviera.
- (iii) Nobel, a man of ideas and enterprise — decision in the last years of his life — founded the Nobel Trust for the awarding of the Nobel Prizes — five prizes awarded annually regardless of nation-

lity —— for contributions to physics, chemistry, medicine, literature and the promotion of peace.

2. Get the pupils to write an account of the life of any other scientist who made a great contribution to science and who was misunderstood during his life-time. Galileo is a good example. Read out the account of his life from some source.

LESSON 7

Monday Morning

I. SENTENCE PATTERNS

1. Adverb Clause of Reason (with **now that**)

Write this sentence on the blackboard :

Now that your tooth is out, Tom, you should go to school.
The sentence means : Since your tooth is out now, you should go to school.

Here is another example :

Now that he has completed his studies, he wants to look for a job.

Ask the pupils to note that the clause in italics is an adverb clause of reason or circumstance, introduced by the phrase *now that*.

Exercise to be set : Combine each of the following pairs of sentences into one sentence, turning one of them into a clause with *now that*. The first one is done for you.

1. The rain has stopped.
We can continue the match.
Now that the rain has stopped, we can continue the match.
2. You are perfectly well again now.
You should begin to work again.
3. He will be getting a rise in his salary.
He wants to move to a bigger house.

4. You are now grown up.
You should stop behaving like a boy.
5. The book is available in all the shops.
Everyone should buy a copy.

2. Certain set phrases in which the definite article is omitted

Look at these sentences :

- i. Now that your tooth is out, Tom, you should go *to school*.
- ii. If he came *into court* with that argument, his aunt would pull his tooth out.

Ask the pupils to note the omission of the definite article before *school* in (i) and before *court* in (ii).

The definite article is omitted before a limited number of nouns (e.g. school, market, church, court, hospital) when they are used in connection with their primary purpose, the one for which they function. Ask the pupils to note the omission of *the* and the use of *the* in each of the following examples.

- i. All his sons go to school. (to study)
The postman goes to the school at ten o'clock every day. (not to study but to deliver letters)
- ii. John goes to church every Sunday. (to worship)
Kumar went to the church to listen to the music. (not to worship)
- iii. My brother was in hospital for a month. (for treatment)
We went to the hospital every day to see him. (not for treatment)
- iv. If you don't return the money you owe me within a month, I will have to go to court. (to bring a law-suit)
I went to the court to see a friend of mine. (not to file a case)

3. a little and little

Write these sentences on the blackboard :

The lady laughed a little, then cried a little.

The boy felt a little foolish.

Tell the pupils that in these sentences *a little* is an adverbial phrase meaning : to a small extent.

Now write this sentence on the blackboard :

He swallowed the tablet and drank *a little* water.

Point out that here *a little* is an adjectival phrase meaning : a small quantity of.

Now write these sentences on the blackboard :

- i. Ashok is a lazy boy. He shows little interest in his studies. He may fail this year.
- ii. Mr. Hussain's condition is rapidly getting worse. There is little hope of his recovery.
- iii. Though he has been warned several times, he gives little attention to his work.

Point out that in these sentences *little*, without any article before it, means *hardly any* or *practically no*.

Here are two more examples :

- i. There was little milk in the house. So we could offer our guests only black coffee.
- ii. There was little improvement in the patient's condition even after two weeks of treatment.

Similar in use to *a little* and *little* is the use of *a few* and *few*.

- i. The class has only a few girls ; four girls, I think.
I stayed in Delhi for a few days, but I stayed in Srinagar for a whole month.
- ii. He is a shy person and has few friends.
Few people live to be a hundred.
He is a man of few words.

II. WORD AND PHRASE STUDY

canvass : (here) examine and consider thoroughly.

Another more frequent meaning of 'canvass' is *go from person to person and ask for votes, orders for goods, support for a cause, etc.*

Canvassing for votes near the polling booth is not allowed. Mohan is employed in a medical firm. He canvasses orders for the drugs the firm manufactures.

lay up : force (a person) to stay in bed by illness. (used, usually, in the passive.)

He was laid up with fever for a week.

lay — laid — laid

Distinguish this verb from the two other verbs :

lie — lay — lain

lie (utter falsehood) — lied — lied

III. COMPOSITION

1. Get the pupils to do Exercise VI in the Reader. Subdivision 1 may be set as it is, or alternatively you can ask the pupils to imagine that one of Tom's friends meets him at school and asks him, "Hey, Tom, what happened to your front tooth?" Tom tells him how the tooth was pulled out by his aunt. Let the friend narrate to another friend what Tom has told him. Both descriptions can be attempted, in which case pupils will get some insight into the "point of view" of the narrator. Tom's "point of view" should include expressions of his reactions at every stage.

2. For subdivision 2, make use of the questions given below to help the pupils clarify their thoughts.

- i. Do you welcome Monday morning ?
- ii. Does every boy welcome it ?
- iii. Do you blame Tom for feeling miserable on Monday morning ? Why ?
- iv. Do boys often give illness as an excuse for failing to do something ?

- v. Would or wouldn't most other boys behave like Tom ?
- vi. Why did he hold the loose tooth in reserve ?
- vii. How did it come to be pulled out ?
- viii. What things in the story and in the behaviour of Tom make you feel amused ?

LESSON 8

The Easter Egg

I. SENTENCE PATTERNS

1. Noun Clause as Complement

- (a) Write these sentences on the blackboard :

I could not attend the wedding.

The reason was *that I was not in station.*

Tell the pupils that the clause in italics is a noun clause functioning as the complement of the verb *was*.

More examples :

The difficulty is *he doesn't have a car.* ('that' is omitted.)

His excuse for his absence is *that he was ill.*

Exercise to be set : Combine each of the following pairs of sentences turning the first sentence into a noun clause which functions as a complement. The first one is done as an example.

1. He has not passed the Matriculation examination.
That is the difficulty.

The difficulty is that he has not passed the Matriculation examination.

2. Nobody told him about the meeting.

That is his excuse for his absence.

3. It was built in great hurry.

That was the reason for the crashing of this bridge.

4. He missed his bus.

That is his explanation for coming late.

5. No one received him at the gate.

That is his complaint.

- (b) Write the following sentence on the blackboard :

She was sure *they would all be welcome*.

Tell the pupils that in this sentence the clause in italics is a noun clause which functions as a complement of the adjective *sure*. The words *she was sure* do not in themselves have a complete meaning and they need the clause to complete the meaning.

Other examples are :

I am certain *that you will be called for an interview*.

I am sorry *I was unable to attend the marriage*.

Exercise to be set : Combine each of the following pairs of sentences, turning the first sentence into a noun clause which functions as a complement of the italicised adjective. The first one is done as an example.

1. Father wanted Swaminathan to read even after the examinations were over.

Swaminathan was *surprised*.

Swaminathan was surprised that Father wanted him to read even after the examinations were over.

2. I could not send an immediate reply to your letter.

I am *sorry*.

3. We will win this match.

The captain is *certain*.

4. I don't have the powers to sanction your request.

I am *afraid*.

5. He will gladly agree to be our chief guest.

I am *sure*.

6. Ravi should get well before his examination.

I am *anxious*.

2. lest...should

Write the following sentence on the blackboard :

They clung to one another on the little path *lest an adder or fox should come out.*

Tell the pupils that the part of the sentence in italics means *for fear that an adder or fox should come out.*

Here is another example :

They put a huge pandal for the wedding *lest it should rain on that day.*

Now write this sentence on the blackboard :

He worked very hard lest he should miss the first rank.

The sentence means : He worked very hard *so that* he might *not* miss the first rank. In this sentence *lest...should* means *so that...not.*

Exercise to be set :

Combine each of the following pairs of sentences using *lest...should.* The first one is done as an example.

- (i) They built a protective wall round the well.
They were afraid that the children might accidentally fall into it.
They built a protective wall round the well lest the children should accidentally fall into it.
- (ii) They put up a fence around the garden.
They did not want stray goats to come and eat the plants.
- (iii) Take a guide with you.
Otherwise you might miss your way.
- (iv) The guard asked the children to keep away from the tiger's case.
He was afraid the tiger might put out its head and harm the children.
- (v) I quickly snatched the knife away from the child's hand.
I was afraid the child might cut its fingers.

3. Write these sentences on the blackboard :

"Susan Garland, whatever do you mean by bringing all these girls home with you ?"

Whoever would have thought of meeting you here ?

Point out that *whatever* and *whoever* in the sentences above are compound interrogatives which make *what* and *who* emphatic.

Here are some more examples :

Whatever are you up to, you naughty boy ?

Whatever is the matter with you ?

Whatever do you mean ?

Wherever has he gone ?

Whoever would do a thing like that ?

Whoever has taught the child such bad language ?

Do whatever you can.

Come whenever you are free.

Sit wherever you like.

Ask whoever you want to.

II. WORD AND PHRASE STUDY

ask someone to tea : invite someone to have tea.

Note the omission of the article before *tea*.

C.f. invite someone to lunch/dinner.

The Thakurs have invited me to dinner this evening.

protectingly (adv.) : in a protecting manner.

The adverb is formed by adding -ly to the -ing form (present participle) of the verb.

protect—protecting—protectingly

c.f. smilingly

surprisingly

touchingly

interestingly

bewitchingly

invitingly

The adverb can be formed also by adding -ly to the past participle.

admittedly
advisedly
wholeheartedly
repeatedly

orderly : (here used as an adverb) in an orderly manner.

The word is usually used as an adjective : an orderly room;
an orderly procession; an orderly crowd.

orderliness (n.) : the state of being orderly.

I was struck by the orderliness of the crowd.

orderly (n.): army officers' messenger; attendant in a military hospital.

He started life as an orderly in the army and rose to the position of a captain.

draw the line : set the limits; declare what cannot be allowed;
refuse to go as far as or beyond.

"We can't invite everyone to the tea party. We must draw the line somewhere."

"I don't mind your wearing a maxi skirt instead of a sari. But I draw the line at your wearing trousers," said the old man to his daughter.

a swarm of children : *Swarm* is a collective noun. It is usually used of bees, insects, ants, etc.

Here are some more examples of useful collective nouns :

a group of boys/girls

a bunch of keys

a herd of cattle/cows

a suite of rooms

a bouquet of flowers

a cluster of trees

a litter of puppies

a flock of sheep

a gang of robbers

take stock : examine and make a list of goods in stock.
c.f. stock-taking.

When we took stock of the furniture in the school several articles were found missing.

take stock of : (figurative) review (a situation) in order to estimate its character, possibilities, etc.

A good leader or commander takes stock of the situation before he plunges into action.

a dish of butter :

Here are some other similar expressions with 'of' :

- a tin of biscuits
- a bottle of milk
- a plate of iddlis/puris
- a basket of flowers
- a bundle of sticks
- a box of matches
- a bag of rice
- a barrel of oil

in between : at intervals; between two occasions or events.

We had for the variety entertainment half a dozen items, with songs in between.

III. COMPOSITION

Set the following exercises for composition.

I. Imagine that a neighbour of Margaret's asks her the morning following the party, "What was the big party in your house yesterday? What was all that bustle about?" How would Margaret narrate the event?

Suggest the following topics for the paragraphs :

- i. The surprise Margaret had.
- ii. The "swarm of children" arriving and Margaret's plans for their entertainment.
- iii. The party—how the children liked it.
- iv. The children's departure—the egg forgotten.

II. Imagine that one of the girls is asked by her mother to narrate all that happened at the party. Give the narration as the girl would have done it.

Points :

- i. The invitation to tea.

- ii. The march to Susan Garland's house.
- iii. The reception and the tea.
- iv. Forgetting to see the egg.

III. Ironically enough Susan Garland did not show her friends her sky-blue egg after all. This is indeed amusing and interesting. What in your view is the reason for the omission? Have you come across or heard of a similar incident? If you have, write about it.

LESSON 9

On Patrol

I. SENTENCE PATTERNS

Conditional Clauses

- (a) Write the following sentence on the blackboard :

If you come with me, I will make sure you are fitted out properly.

In the above sentence the main clause which begins with *I* expresses an event in the future, and the clause in italics (beginning with *if*) expresses a condition for the event mentioned in the main clause to take place. The condition is a *likely condition*, that is, one that may be fulfilled.

More examples :

If you see a 'Portuguese man-o'-war' with long arms underneath a white dome, avoid him.

If you have finished your work, you can go. (Here the condition is likely to have been fulfilled.)

If Mohan was vaccinated two months back, he need not be vaccinated again. (Here the condition has perhaps been fulfilled.)

The conditional clause can also be introduced by *provided* and *unless*.

You will be appointed provided you produce a no-objection certificate from your present employer.

Unless he invites me in person, I will not attend the function.

- (b) Write these sentences on the blackboard :

- i. If I had a lakh of rupees, I would build a school in our village.
- ii. If they were ripe, fifteen annas might not be an improbable price. ('Swami and His Father')
- iii. If I were to stamp my foot heavily, it might go through the ground into the boiling water or mud below. ('Maori Villages')

Tell the pupils that in these sentences too we are thinking about the future, but unlike the sentences in (a) we have in these sentences conditions which are only imaginary.

In conditional clauses of this kind, the verb is in the past tense and also *were* is used instead of *was* even with a subject in the singular. The verb in the main clause is usually used with *would*, *could*, *should*, *might* or *must*.

Exercises to be set : (i) Make meaningful sentences from this table to match the clues given under it. The clues for the sentences are given in the same order as the sentences to be made from the table.

If Ravi were older	I would let that tree stay there.
If this house were a little smaller	I would reserve a ticket to the moon.
If I were you	we could appoint him.
If I were a millionaire	it might suit me very well.

1. Ravi is too young for the post.
2. I will be happier in a smaller house.
3. That tree has been there for many years.
4. Who would not like to go to the moon ?

(ii) Rewrite each of the following sentences, using the correct tense form of the verb in brackets.

1. Mr. Gupta would be able to suggest a way out if he (be) here now.
2. We will not resume the play unless it (stop) raining completely.
3. If you (stop) the engine, you wouldn't be able to start it again.

4. I wouldn't help him with any money, if I (be) you.

5. If she (eat) all those laddus, she would be sick.

(iii) Match each clause from A with a clause from B and make a sentence.

A

If we had the money

David could serve for a
few more years

You could live more
cheaply

B

if you lived in a village.

we would immediately buy
this house.

if his health were good.

(c) Write this sentence on the blackboard :

If Peterkin had used his stick, he could easily have killed it.

The *if*-clause in the above sentence is a conditional clause. It expresses a condition that definitely was not fulfilled—that is, Peterkin did not use his stick. Ask the pupils to note that the verb in the *if* clause is in the past perfect tense (*had* + past participle form of the verb), and that the verb in the main clause takes the form *could/might/would* + *have* + past participle form of the verb.

Sometimes in written English *had* is used in place of *if* in conditional clauses of this kind : e.g. Had Peterkin used his stick, he could easily have killed it.

Now write this sentence on the blackboard :

If Mohan had not taken a taxi to the station, he would have missed his train.

Tell the pupils that in this sentence, the *if* clause expresses a condition that in fact was fulfilled—that is, Mohan did take a taxi to the station.

Exercise to be set : i. Make clauses from Table A to match the clauses under B.

A

If	the monsoon Kamala the management the conductor	had hadn't	raised the wages, understood the spirit of the rule, set in earlier, learned to swim,
----	--	---------------	---

B

he would not have put all the passengers to such inconvenience.

we could have got a good crop.

the workers would not have struck work.

she should have been drowned that day.

- ii. Express the idea in each of the following sentences in a different way, using *had... might have*, etc., as shown in the example.

Example

He did not work hard and he failed.

Had he worked hard, he would not have failed.

1. He did not consult a doctor promptly enough and he got worse.
2. Raju was badly injured and we lost the match.
3. The fire engine arrived in time and the fire was put out easily.
4. Kishore did not approach me and I did not lend him the money.
5. He did not send a reply in time and he did not get the job.
6. The driver was very alert and no accident took place.

II. WORD AND PHRASE STUDY

'the enemy' :

Note that the word is within quotation marks. This suggests that the enemy is not a real one. Similarly, *mission* at the bottom of the Page 82 of the Reader is also within quotation marks.

give the game away : (here) act in such a way that the game is found out.

(‘Game’ here means : ‘plan’, ‘scheme’ or ‘trick’.)

‘To give something away’ is ‘to expose or reveal it.’

Although he tried to behave like an Englishman, his accent gave him away.

bristles with : is full of. (The phrase is often used figuratively.)

The problem *bristles with* difficulties.

The undertaking *bristles with* risks of all sorts.

be on intimate terms with : be very friendly with.

“Please put in a word to your manager on my behalf because you are on intimate terms with him.”

heave a sigh of relief : utter a sigh, showing a sense of relief.

I was alarmed to hear that my brother had been taken to hospital after a road accident, but I heaved a sigh of relief when I learnt that he had escaped with minor injuries.

III. COMPOSITION

Write these sentences on the blackboard, or read them out from the lesson.

- i. “I want you to take that journalist fellow, Johnson, out on patrol,” he *said* curtly.
- ii. “You mean lose him, sir?” *enquired* Lieut. Brown.
- iii. “Yes, sir,” *answered* Lieut. Brown smartly.
- iv. “Excuse me, sir,” he *began* politely.
- v. “About time too,” *interrupted* Johnson impatiently.
- vi. “In half an hour’s time,” the subaltern *replied* quietly.
- vii. “The perfect soldier!” *murmured* one of the men in the patrol.
- viii. “Hold your tongue, Blewett!” *hissed* the sergeant venomously.
- ix. “And woe betide anybody who gives the game away,” he *added* ominously.

- x. "All present and correct, sir!" he *reported* with a strange face.
- xi. "Mah-jong," *repeated* the lieutenant gravely.
- xii. "Leading scouts out," *ordered* the patrol commander.
- xiii. "Contact two hundred yards ahead," the patrol commander *whispered* passionately.
- xiv. And the lieutenant *bellowed out*, "Charge!"
- xv. "Or months by the look of it," *snorted* the journalist.

Ask the pupils to note how the author uses a rich variety of reporting verbs instead of repeating *said*, *asked* or *replied*. Each of these reporting verbs is very appropriate to the situation and to what is spoken. The use of reporting verbs appropriate to what is spoken is a feature of good writing. Wherever possible instruct the pupils to make the right choice of the reporting verb.

Ask the pupils to note also how the author uses the appropriate adverb or adverb phrase with the reporting verbs : *curtly*, *smartly*, *politely*, *quietly*, *venomously*, *ominously*, *with a strange face*, *gravely*, *passionately*.

Some other useful reporting verbs are : *added*, *begged*, *exhorted*, *pleaded*, *threatened*, *protested*, *declared*, *affirmed*, *agreed*, *admitted*.

Exercises to be set : 1. Fill in the blanks in the following story with the reporting verbs given.

- | | | | | |
|----|----------|-----------|------------|------|
| a) | repeated | ordered | asked | said |
| | remarked | commanded | threatened | |

Long ago in Switzerland, there lived a famous bowman called William Tell. He shot with wonderful skill and never missed his mark.

The Governor of the town was a man called Gessler. He was a very cruel man and the people hated him.

One day Gessler placed his hat on a pole in the market place.

"From today every passer-by shall bow to this hat," he-----.

Gessler's soldiers stood near the pole to see that every passer-by obeyed the order.

William Tell and his little son were one day passing by the pole. William did not bow to the hat.

"Don't you see the Governor's hat?" the soldiers-----angrily. "Bow to it before you pass on," they-----

"I will not bow to the hat," William Tell-----boldly.

"Bow to the hat," the soldiers-----impatiently. "If you don't, we will take you before the Governor," they-----

"If William Tell does not want to do something, no one can make him do it,"-----one of the onlookers.

b)	declared	commanded	replied	added
	said	shouted	enquired	answered

William Tell refused to bow to the hat and the soldiers caught him and his son and took them to the Governor.

"What is your name, man?" Gessler asked sternly.

"I am William Tell," William Tell-----.

"Are you the famous bowman who they say never misses his mark?" the Governor-----.

"I am," William Tell-----.

"You didn't bow to my hat, I am told. Didn't you know about my order?"

"I know about it. But I didn't want to obey it,"-----William Tell. "I won't ever obey it," he-----.

Gessler flew into a rage and-----, "You shall be punished for this." He then pointed to the little boy and asked, "Is that your son?"

"That's my son," answered William Tell.

Gessler took the boy to a tree about fifty yards away.

"Stand here, with your back to the trunk of this tree," he _____ the boy. He then placed an apple on the boy's head. Turning to William Tell he _____, "Here is a chance for you to show your skill with bow and arrow. If at this distance you can shoot an arrow and split the apple on your son's head, I will give you your life. If you miss, you die!"

- c) shouted explained bellowed murmured
 declared said

"Isn't that a heartless order to give?" _____ some of the onlookers in a low voice.

William Tell looked at the boy's face. "Shoot, Father! I am not afraid," the boy _____ bravely.

"All right, my boy. But turn your face away," said William Tell.

William Tell took out two arrows. He put one of the arrows to his bow, took aim and shot. The arrow hit the apple and cut it in two.

"He has done it! He has done it!" _____ the onlookers. "He is a great bowman!"

"He is indeed a great bowman," Gessler _____. He then said to William, "But tell me this. You took out two arrows. What was the second arrow for?"

"That was for you, if I had missed my mark," _____ William Tell.

"Ah! That was your idea! You will spend the rest of your life in prison, you traitor" _____ the enraged Gessler.

2. Fill in the blanks with the verbs given.

- a) replied requested said enquired

"Could you tell me where the post-office is?" the stranger _____ of the boy.

"It is a kilometre from here," the boy _____.

"Could you kindly take me there?" the stranger _____.

"I shall," _____ the boy.

b) repeated shouted protested

"Get out of here," the manager_____angrily. "I say, get out of here," he_____, seeing the clerk hesitate.

"You are very rude," the clerk_____. "I will not go out. I must have my say first."

LESSON 10

Columbus Sails

I. SENTENCE PATTERNS

1. Adverb Clause of Comparison

Write these sentences on the blackboard :

- i. Spain will become as wealthy *as she is victorious.*
(Lesson 10)
- ii. We have already gone further *than any others have dared.*

Ask the pupils to note that the clause in italics in each of these sentences is an adverb clause of comparison. What is said in the main clause is compared with what is said in the subordinate clause.

In sentence (i) the adverb clause is introduced by *as* with a correlative *as* or *so* in the main clause. In sentence (ii) it is introduced by *than* with a comparative ('further') in the main clause.

Here are some more examples of the adverb clause of comparison.

He is as good at games *as he is in his studies.*

These mangoes are not quite so good *as they looked.*

These boys are brighter *than I had expected.*

Light travels faster *than sound does.*

Exercises to be set : (a) Combine each of the following pairs of sentences, using *as/so...as*.

1. She could speak English fluently.
She could speak French fluently too.
2. The manufacturers claim the article to be very durable.
It is not so durable.
3. He appears to be foolish.
He is not so foolish.
4. Things in a city are expensive.
Things in this place are equally expensive.

(b) Combine each of the following pairs of sentences each having an adverb clause of comparison with *than*. The first one is done as an example.

1. There were many courses at the dinner.
We could not eat so many.
There were more courses at the dinner than we could eat.
2. I woke up very early today.
I do not usually get up so early.
3. He speaks well.
He does not write so well.
4. What do you earn ?
Don't spend more than that.
5. How much can you digest ?
Don't eat more than that.

2. **should have/ought to have** (*to express an action/duty not done*).

Write the following sentences on the blackboard :

I should have paid the fees weeks ago.

I should never have sought your help.

Tell the pupils that in each of these sentences the verb with *should have* expresses an action or duty not done, but which it was necessary or desirable to do.

Ought to have can also be used in place of *should have*.
E.g. We ought to have joined the army to fight the enemy.

Exercise to be set : Rewrite the following sentences as shown in the example, using *should have* or *should not have*.

Example

You did not despatch these books yesterday.

You should have despatched these books yesterday.

1. You did not wait for me.
 2. He did not submit his application before the due date.
 3. He started attending office before fully recovering from his illness.
 4. "Susan Garland, you have invited the whole school here without telling me beforehand about it."
 5. "I did not show my sky-blue egg to the girls."
3. Draw the attention of the pupils to this sentence :
Columbus is already known *to* us.

The sentence is in the passive voice but in place of the usual *by* before the agent, we have *to*. Here are some more examples in which a preposition other than *by* is used. Ask the pupils to note them down.

1. I was surprised *at* his ignorance.
 2. Father was enraged *at* my behaviour.
 3. I am disgusted *with* him.
 4. I am amused *at* his remarks.
 5. We are worried *about* the safety of the children.
 6. I am not bothered *about* what he may think.
4. Write this sentence on the blackboard.

Why not give him three days to decide ?

Tell the pupils that the sentence, though it has the form of a question, is really a suggestion. It means : Let us give him three days to decide.

(Note : 'Why not we give him three days to decide ?' is a wrong form of the question.)

Get the pupils to rewrite the following suggestions, using *why not*.

Let us give him a warning.

Let us ask him to explain his conduct.

Let us tell him we don't approve of his action.

Let us write to the parents about the boy's behaviour.

Let us wait for his reply before writing to him again.

5. Draw the pupils' attention to this sentence.

Where is the money to come from ?

In this sentence the preposition *from* is put at the end of the sentence. This is the more usual way of making the question than 'From where is the money to come ?'

More Examples

What are you talking about ?

What am I to eat this with ?

What are you driving at ?

Who are you referring to ?

Which book did you find this quotation in ?

What direction is the country going in ?

What are things coming to ?

II. WORD AND PHRASE STUDY

on grounds of : because of; on the basis of; by reason of.

ground : basis or reason for saying or doing something.

He was discharged from the army on grounds of prolonged illness.

He resigned on the ground of poor health.

hearing (n.) : (here) opportunity of being heard (esp. in self-defence).

The workers demanded a hearing from the manager. The manager gave them a patient hearing.

hearing (n.) : distance within which one can hear ; perception of sound.

He is angry because he was called an ass in the hearing of some strangers.

I stand rebuked : I accept the rebuke for my fault.

C. f. I stand corrected. (= I was wrong. I accept the correction.)

a touch of defiance : a slight trace of defiance.

C. f. There is a touch of sadness in his voice.

Isn't there a touch of irony in his remarks ?

give (one's) word : promise (v.).

He has given me his word that he will lend me a thousand rupees. I am sure he will keep his word.

bargain for : be ready or willing to accept or agree to.

In colloquial English the phrase 'more than what one had bargained for' is said of something that is an unpleasant surprise or an unpleasant consequence.

The processionists had feared they might be stopped by the police. But they had not expected a *lathi* charge. That was more than they had bargained for.

III. COMPOSITION

Set the following exercises :

1. Describe how after facing initial disapproval and rejection of his plans, Columbus was finally enabled to sail.

The following points may be suggested :

- i. The King's court—the Queen's interest—the King agrees to have the matter considered by the Council—Columbus's demands.
- ii. Columbus—preparing to leave—the Prior of La Rabida tries in vain to persuade him to stay and to moderate his terms.

- iii. The courier conveys the message from the Queen—Columbus sets sail.

2. Set Exercise V in the Reader. The answer will be more or less a summary of Sections VI—VIII of the lesson. The following points may be suggested :

- i. Rodrigo, Sancho, Mendoza and Miguel discuss plans to lock Columbus in a cabin—what each has to say.
- ii. The sound of a cannon—false alarm.
- iii. The unclean cooking stove and Columbus's anger.
- iv. The sailors crowd at the poop—demand turning back.
- v. Sancho speaks for all—Columbus is adamant.
- vi. The unanimous demand—Don Diego too joins.
- vii. The compromise—Columbus agrees.

LESSON 11

The Whirlpool

I. SENTENCE PATTERNS

1. 'As if' clause

Examples of this structure can be found in this lesson as well as in the earlier ones.

Write these sentences on the blackboard :

I felt as if my lungs would burst.

The fingers curled protectingly round her hand *as if they were sorry.*

Tell the pupils that the clause in italics in each of these sentences is an adverb clause indicating comparison with some unreal, assumed or hypothetical circumstances. Here the speaker uses a comparison which he knows to be false, but which he makes all the same for the purpose of clearer description.

More Examples

- i. The boy cries as if/as though he has been beaten.
(He was not beaten in fact.)
- ii. It isn't as if he has no money. (He has some money.)
- iii. I shook from head to foot as if I had the most violent fever. (But I had no fever.)

Now ask the pupils to study the following sentences :

1. It looks *as if it is going to rain.*
2. It appears *as if the house has been burgled.*

In sentence (1) the adverb clause expresses what appears to be a likely future happening. In Sentence (2) the clause expresses what appears to be a fact but which has yet to be verified. The meaning of the clause, in each case, has to be understood from the context.

More Examples

It looks as if the child is going to have an attack of small-pox.

You speak as if you were an eye witness. Could you say something more about the incident ?

He behaves as if he is quite upset about something.

Exercise to be set : Combine each of the following pairs of sentences with *as if* or *as though*.

(See the examples in Exercise III in the Reader.)

- (a) 1. Tom Sawyer groaned.
One might think that he had a severe pain in his toe.
2. Johnson jumped at the idea of accompanying the patrol to the front.
One might think he had been a soldier all his life.
3. Look at the way that man walks !
One might think he is the monarch of all he surveys.
- (b) 1. Will Mr. Sekhar lose the election ?
It appears probable.
2. Will it rain again this summer ?
It looks probable that it won't.
3. Will the management grant all our demands ?
This appears to be likely.

2. Adverb clause of concession

Write the following sentences on the blackboard :

Although we should find their (the divers') life so hard as

to be almost unbearable, to them it is part of the day's work.

A change had come over the sky, *although in every direction it was still as dark as night*.

The clause in italics in each of the above sentences is an adverb clause of concession. A clause of concession concedes or admits a fact or circumstance. These clauses may be introduced by

- (a) *though, although, even though, even if* :

Although he had a fever, he wanted to take the examination.

Even if he has to starve, he won't beg.

- (b) *If* in the sense of 'even if' :

If I have to spend all my wealth, I'll take the case right up to the Supreme Court.

If he is not capable, he is honest.

- (c) The compound relative pronouns, *whoever, whichever, whatever*, and the compound relative adverbs *when-ever, wherever, however*.

Whoever may leave, I don't care.

Whichever way I argued, I couldn't convince him.

I won't excuse him whatever you may say.

However careful one is, accidents do happen.

- (d) Some part of the predicate in constructions such as the following.

Small as his contribution was, it was quite important.
(=Although his contribution was small, still it was quite important.)

Bright as he was, he failed to answer most of the questions correctly.

Tired as I am, I am ready to walk on.

(e) *While* :

While I admit I may be wrong, I don't see how he can be right.

While he saw my point, he refused to accept my advice.

Exercise to be set : Combine each of the following pairs of sentences, by changing the italicised sentence into an adverb clause of concession. Use the word given in brackets to introduce the adverb clause.

1. *His examination was over.*

Still Father wanted Swaminathan to read. (though)

2. *The passengers shouted to a passing bus to stop.*

But the bus sailed by indifferent to their shouts.

(although)

3. The divers thoroughly enjoyed their work.

To others, however, their life appeared to be hard.

(even though)

4. *He is not intelligent.*

But he is hard-working. (if)

5. *"You may say or do anything.*

I am going to marry Kamala." (whatever)

6. *The play was dull.*

All the same I stayed on till the end. (though)

3. Adjective clause introduced by *such as*.

Draw the attention of the pupils to the following sentence :

The boat was racing through mountainous seas, such as I had never seen in my life.

The sentence can be derived by combining the following sentences :

The boat was racing through mountainous seas.

I had never seen such seas in my life.

Exercise to be set : Combine each of the following pairs of sentences, using *such as*.

1. He grew in his little garden several kinds of plants and flowers.

You may never have seen such plants and flowers anywhere.

2. She prepared a magnificent feast.
Her guests had never eaten one like that before.

3. I have got a blue velvet egg.
You couldn't ever have seen such an egg before.

II. WORD AND PHRASE STUDY

a long way (adv.) : far.

Note that *a long way* is used in affirmative sentences and *far* usually in negative sentences.

The railway station is not far from here.

The airport is a long way from here.

take the risk : do something in spite of the risk involved.

risk : possibility or chance of meeting danger, suffering, etc.

Spies have to take/run the risk of arrest at any time.

Miners work in mines at great risk to their lives.

risk (v.) :

Miners risk their lives every time they go underground.

risky (adj.) :

Mining is a very risky occupation.

strom : maelstrom; great whirlpool.

Note the spelling of *strom*. Distinguish it from *storm*.

Maelstrom is also used figuratively.

No country wants the world to be drawn once again into the maelstrom of a global war.

III. COMPOSITION

1. Ask the pupils to do Exercise VI in the Reader. Elicit the main points through questions on the season in which the storm happened, how it began, any warnings given, the strong winds or gale, the rain, the destruction caused, the scene after the storm, what the pupil did during the storm, whether it affected him or his family in any way, etc., etc.

2. The narrator's brother was sucked into the whirlpool and was drowned, but the narrator himself escaped drowning. Describe how this happened.

LESSON 12

Fighting the Invisible

I. SENTENCE PATTERNS

- A. The lesson has in it a rich variety of subordinate clauses, besides several other kinds of structural items. It will be a good exercise to ask the pupils to pick out the different types of subordinate clauses, especially the following :

1. i. Adverb clause of time introduced by

- (a) as
- (b) when
- (c) until
- (d) after
- (e) even after
- (f) before
- (g) as soon as

ii. Adverb clause of condition introduced by

- (a) if
- (b) unless

iii. Adverb clause of concession introduced by

- (a) although
- (b) even if
- (c) a word in the predicate [See I 2 (d) in the notes on Lesson 11.]

- iv. Adverb clause of comparison introduced by
 - (a) as
 - (b) than
 - v. Adverb clause of purpose
 - vi. Adverb clause of effect
 - vii. Adverb clause of reason
 - viii. Adverb clause of manner
 - ix. Adverb clause of place
2. Adjective clause
- i. defining
 - ii. non-defining
3. i. Noun clause functioning as the object of a verb and beginning with
- (a) that
 - (b) a question word
 - (c) if
- ii. Noun clause functioning as the object of a preposition
- iii. Noun clause put in apposition to a noun
- iv. Noun clause functioning as complement
- v. Noun clause functioning as the subject of a verb
- B.** The lesson has also some typical examples of the structure :
the more.....the more, discussed in Lesson 1. Ask the pupils to pick out those examples.

C. The Gerund

- i. Draw the attention of the pupils to the *-ing* forms in the following sentences :

The men lifted the dog and began *carrying* it back to the cage.

Vulpian recommended *beginning* the treatment at once.

In these sentences the *-ing* form functions like a noun in the object position. *Carrying* is the object of 'began' and *beginning* is the object of 'recommended'.

These *-ing* forms of verbs, when they function like nouns, are called gerunds.

ii. Now write these sentences on the blackboard :

He was determined to use the same method in *conquering* rabies.

He asked Pasteur's forgiveness for *deserting* him.

In these sentences the *-ing* forms function as *nouns*. They are used as the objects of the prepositions *in* and *for* respectively.

iii. Now write the following sentences on the blackboard :

(a) *Watching* cricket matches gave the old man great pleasure.

(b) The *hearing* was fair and unprejudiced.

In sentence (a) *watching* is a gerund used as the subject of the verb 'gave'. In (b) *hearing* is the subject of 'was'.

Ask the pupils to pick out from the lesson some *-ing* forms of verbs used either as subject or as object.

Exercise to be set : Combine each of the following pairs of sentences, turning the verb in italics into a gerund, and using an appropriate preposition before it.

Example

Swaminathan *shook* an empty hand outside the window.
Then he secretly slipped the spider into his pocket.

Swaminathan secretly slipped the spider into his pocket
after shaking an empty hand outside the window.

1. They *muzzled* the dog.

Then they carried it to its cage.

2. They *pressed* a red-hot iron on the wound.

In this manner they cauterized the wound.

3. The narrator *cut* himself away from the boat.

In this way he saved himself from being drowned.

4. They *ground* the pieces and *injected* them into

animals. That was the only way they could test the presence of the rabies germ.

D. The Present Participle

- i. Write the following sentences on the blackboard :

Seizing his hat Pasteur hurried out of the library.

Taking a cab he went to see one of the members of the Rabies Commission.

Tell the pupils that in these sentences the verbs with-*ing*, given in italics, are called present participles. They refer to actions done by the subjects of the sentences—'Pasteur' and 'he'.

The sentences mean :

Pasteur seized his hat and hurried out of the library.

He took a cab and went to see one of the members of the Rabies Commission.

- ii. Now write the following sentence on the blackboard :

All the time he could imagine these invisible germs *creeping* towards the boy's brain.

The present participle in the sentence refers to the action done by the object in the sentence.

Pick out and present a few more examples of the present participle and then ask the pupils to pick out some.

Exercise to be set : Combine each of the following pairs of sentences, turning the italicised sentence into a participial phrase. The first one is done as an example.

1. *I had time to look around.*

I was surprised to see that our boat was not the only object in motion.

Having time to look around, I was surprised to see that our boat was not the only object in motion.

2. For some time we went along at a great rate.

We never dreamt of danger.

3. "That is right", mother added.
She just appeared from somewhere.
4. The boat was out of control.
It was racing through mountainous seas.
5. Up shot the divers.
They clasped the baskets of shells in their hands.
6. Who is that man ?
He is sitting cross-legged on the bench.

iii. Write the following phrases on the blackboard :

- | | |
|-------------------|---------------------------------|
| (a) boiling pool | (= pool that boils) |
| weeping woman | (= woman who is weeping) |
| singing bird | (= bird that sings) |
| (b) washing-pool | (= pool for washing) |
| operating-theatre | (= theatre used for operations) |
| stepping-stone | (= stone used for stepping on) |
| walking-stick | (= stick used for walking) |
| dining-table | (= table used for dining) |

Tell the pupils that the verbs with 'ing' in these phrases function as adjectives. But there is a difference between the -ing verbs in (a) and those in (b). In (a) the -ing verbs are participles and they directly qualify the nouns that follow them. Show this by pointing out the meanings of the phrases in (a).

In (b) the -ing verbs are really gerunds (that is, verbal nouns) which function as adjectives in these phrases. These phrases are like those in which nouns function as adjectives. For example,

- | | |
|-----------------|----------------------------|
| cotton sari | (= sari made of cotton) |
| wayside station | (= station on the wayside) |
| marble statue | (= statue made of marble) |
| corner seat | (= seat in a corner) |

Explain the point further by pointing out the meanings of the phrases in (b).

E. The Past Participle

Write these sentences on the blackboard :

The men watched him *awestruck*.

It makes the animal *excited*.

The Admiral found the cooking-stove *uncleaned* and *surrounded* by greasy dregs and skillets.

The words in italics in these sentences are not full verbs but past participle forms of verbs doing the function of adjectives.

Point out that they can also be used like present participles to combine sentences or to reduce adjective clauses into phrases.

Exercises to be set : (a) Combine each of the following pairs of sentences using the past participle form of the verb in italics.

Example

The man was *driven* to despair by starvation.

He killed himself.

Driven to despair by starvation the man killed himself.

1. Mother was *annoyed* at Swaminathan's behaviour.

She complained to Father about him.

2. The boy had been *bitten* fourteen times by a mad dog.

He could hardly walk.

3. There was a note.

It was *attached* to the journalist's back.

4. The journalist was *exhausted* by the long march.

He collapsed on the ground.

(b) Rewrite the following sentences turning the adjective clause in each sentence into a phrase with a past participle in it.

Example

The proposal which was put forward by the Secretary was unanimously accepted.

The proposal put forward by the Secretary was unanimously accepted.

1. The germ which was injected into the brain acted much more quickly.
2. They failed to find the germ in the saliva which was collected from the mouth of a mad dog.
3. The demands which Columbus made were finally accepted.
4. The Governor went to see the men who were injured in the police firing.

II. WORD AND PHRASE STUDY

germ-free : free from germs.

Here are some similar phrases :

trouble-free areas

tax-free goods

a care-free man

identify (v.) : find out or prove what something is or prove who someone really is.

The thief had covered his face with a mask. So it was not possible to identify him later.

identification : the act of identifying.

identification marks : the marks that help in identification.

The police were able to establish the identity of the dead person through the identification marks on the body.

evidently (adv.) : (here) it is clear that.

Several people fell ill after eating the dinner at the wedding house. Evidently, they suffered from food-poisoning.

Some similar constructions :

Clearly, the necklace has been stolen by someone.

Fortunately/unfortunately, he consulted/did not consult me before taking a decision.

immune (adj.) : free, safe (from disease, etc.)

Vaccination makes one immune from smallpox.

immunity (n.) : safety, security (from disease, etc.)

immunize (v.t.) :

It is only periodical revaccination that can immunize you against smallpox.

physiologist (n.) : expert in, or student of, physiology

<i>c. f.</i>	science	—	scientist
	dentistry	—	dentist
	physics	—	physicist
	zoology	—	zoologist
	art	—	artist

accelerate (v.t.) : increase the speed of.

opp. : decelerate.

III. COMPOSITION

A. The lesson provides a good illustration of the steps in scientific investigation. Help pupils to identify the steps in the discovery of the rabies germ and its use in curing rabies.

1. Pasteur and his assistants were unable to find the rabies germ in the saliva of a mad dog.
2. Pasteur and Roux experimented with injections of saliva and blood taken from mad dogs. The saliva sometimes caused rabies, the blood had no effect.
3. They injected the brain of a dog that had died of rabies, under the skin of experimental animals. Many animals developed signs of rabies.
4. Next they injected a small piece taken from the brain of a rabbit that had died of rabies into the brain of another rabbit. After seven days this rabbit developed rabies.

5. The next step was to weaken the germ and prepare different strengths of the germ.
 6. The successful experiment with injections of medullas of increasing strength.
 7. They immunized dogs after they had been infected.
 8. The fateful and successful experiment on Joseph Meister.
- B. "Alertness, curiosity, and observation are qualities indispensable for scientists." Bring out the truth of this statement with the help of the investigations and experiments conducted by Pasteur.

LESSON 13

Operation Indian Ocean

I. SENTENCE PATTERNS

1. Write the following sentence on the blackboard :

But for the sporting co-operation of the Navy, all my efforts would have come to naught.

Point out that in this sentence, the phrase in italics expresses a condition. It can be rewritten as a clause :

If I had not had the sporting co-operation of the Navy, all my efforts would have come to naught.

The first sentence, beginning with *but for*, is a simple sentence, while the second, beginning with the *if*-clause, is a complex sentence.

Exercise to be set : Rewrite the following sentences, changing the *if*-clause into a phrase using *but for*. The first one is done as an example.

1. If Dr. Graham had not given him those injections, Joseph Meister would certainly have died.

But for those injections given by Dr. Graham, Joseph Meister would certainly have died.

2. If the navigator had not taken the bold decision to cut himself away from the boat, he would have been sucked into the whirlpool like his brother.
3. If the Prior of La Rabida had not shown any interest in the expedition, Columbus would not have set sail.

4. If you had not helped me, I would have been in great trouble.

2. Write the following sentences on the blackboard :

As soon as the sea turned very rough, the danger of further navigational errors also grew.

No sooner had I boarded *I. N. S. Sukanya* than a crash radio message was handed over to me.

Each of these sentences begins with an adverb clause of time.

The phrases *as soon as* and *no sooner...than* mean nearly the same thing : at the moment that/when/not later than/immediately when/immediately after.

Exercise to be set : Rewrite the following sentences, using *no sooner ... than*.

1. As soon as the teacher's back was turned, the boys started talking and making a lot of noise.
2. As soon as Balu shot a winning goal, there was a burst of applause from the onlookers.
3. As soon as he touched the electric wires, he was thrown back with a violent shock.
4. As soon as the policeman took off the thief's handcuffs, the thief took to his heels.

II. WORD AND PHRASE STUDY

comprehensive (adj.) :

The verb 'comprehend' is turned into an adjective by adding the suffix *-ive*. Other examples—sport : sportive ; act : active ; prevent : preventive ; collect : collective ; attract : attractive ; create : creative.

Here are other suffixes used for forming adjectives, from verbs and nouns (with change of spelling in some cases).

-able : dependable, describable, workable, eatable, curable.

- al : national, equatorial, natural, musical, educational.
- ish : boyish, foolish, largish, selfish.
- ent : different, confident, dependent.
- ery : slippery.
- ful : painful, beautiful, careful, awful.
- ic, -atic, -etic : dramatic, heroic, artistic, systematic, sympathetic, basic, patriotic.
- like : businesslike, childlike, lifelike, warlike, soldier-like.
- ly : costly, cowardly, friendly, manly, timely, orderly.
- some : quarrelsome, troublesome, irksome.
- ous : rigorous, adventurous, famous, continuous, dangerous.
- y : misty, handy, watery, risky, juicy, angry, healthy, dirty.

preparation (n.) : noun from *prepare* (v.).

A number of nouns are formed from verbs by the addition of the suffix *-tion* or *-ation*. Other examples are : instruction, alteration, attention, co-operation, combination, examination, application.

Here are some other suffixes used for forming nouns from other parts of speech (with change of spelling in some cases).

- age : breakage, marriage, postage, wreckage, shortage.
- al : arrival, approval.
- ance, -ence : prevalence, appearance, allowance, interference, difference.
- acy : accuracy, pregnancy, intimacy.
- ent, -ant : repellent, irritant, attendant, claimant.
- dom : kingdom, martyrdom.
- y, -ery : discovery, robbery, injury, bribery, difficulty.

- hood : boyhood, childhood, manhood, statehood.
- ice : cowardice, service.
- ion : fusion, confusion.
- ism : magnetism, pessimism.
- ist : novelist, artist.
- ment : excitement, treatment, agreement, judgement, arrangement, punishment.
- ness : darkness, tiredness, business.
- ship : courtship, friendship, scholarship.
- t : complaint, ascent, joint, weight.
- th : growth, health.
- ature, -ture : signature, mixture, fixture.
- ty, -ity : safety, surety, maturity, activity, scarcity, generosity.
- ure : failure, pleasure, seizure.

uncharted (adv.) : not charted.

Un- is a prefix added to give a negative meaning to words. Other examples : unconquered, undependable, unknown, unexpected.

Other prefixes used to give a negative meaning are :

- dis-* : disobey, disallow, disagree, discontinue, dislike, discourage.
- im-* : impossible, impracticable, impure, imperfect, improper, impatient.
- in-* : inactive, inability, incomplete, insurmountable, incurable, independent, ingratitude, injustice, incorrect.
- ir-* : irresponsible, irregular, irrecoverable, irremoveable, irrelevant.
- non-* : nonsense, non-aligned, non-payment, non-resident, non-stop, non-cooperation.

slacken : grow slack.

The suffix *-en* is added to some words to get their verb forms. For example, broaden, lengthen, strengthen, weaken, moisten, darken, madden, tighten, sharpen.

Here are some other suffixes used for forming verbs from other parts of speech (with change of spelling in some cases):

-ise : criticise, materialise, publicise, modernise.

-ate : liquidate.

-fy : purify, falsify

Some verbs are formed by adding the following prefixes :

em- : embody, embolden, empower.

en- : enjoy, encourage, endanger, enslave, enforce.

im- : imprison, imprint.

postpone : put off to a later time.

The prefix *post-* is added to words to mean *after* or *later than*:
post-war, post-graduate, postscript, post-mortem.

pre- : This prefix means *before* or *beforehand*:

pre-war, pre-arrange, pre-view, pre-suppose:

III. COMPOSITION

1. Get the pupils to do Exercise VII in the Reader. Suggest the following hints :

(i) sharks, tiger sharks or hammer-headed sharks—the barracuda—the deadly snakes.

(ii) spirit of adventure and enterprise—careful preparations for the chosen venture—enlistment of all-round co-operation—firm belief in the venture—courage to face danger—perseverance.

2. Ask the pupils to describe any other real life adventure they themselves have been in or have heard of. Here are some themes : climbing of mountain peaks; crossing of seas, oceans; travelling through jungles, deserts; exploring caves, underground passages. These ventures may have been undertaken out of a spirit of adventure or for some purpose such as saving a life.

LESSON 14

Nehru's Will and Testament

I. SENTENCE PATTERNS

Draw the pupils' attention to the following sentence :

To my innumerable comrades and colleagues, I owe an even deeper debt of gratitude.

Ask the pupils to note that the phrase *to my innumerable comrades and colleagues* should normally come in the end of the sentence, but here it has been placed at the beginning for the sake of a certain emphasis.

Give some more examples :

- i. To the students in particular, I have a few words of advice to give.
- ii. To me he has always been kind and considerate.
- iii. Without his help, we cannot go very far.
- iv. From the expression on his face, it was not possible to guess the outcome of the discussion.
- v. To one like you, the task must be easy.

II. WORD AND PHRASE STUDY

handful (n.) : as much or as many as can be held in one hands
c. f. mouthful, bagful, pocketful, etc.

The beggar went from door to door every day and collected handfuls of rice.

Only a handful of guests attended the wedding.

age-long (adj.) : going on for a very long period of time

c. f. hour-long speech, day-long programme, week-long celebration, month-long exhibition.

snow-covered (adj.) : covered with snow.

This is a compound word formed with a noun and a verb in the past participle form.

c. f. time-honoured, hand-made, gold-plated, U-shaped, bell-shaped, sugar-coated, owner-driven, man-made, hand-stitched, air-lifted, sea-borne, battery-operated.

broad-bosomed (adj.) : having a broad bosom; (here) with waters spreading wide

c. f. large-hearted (=having a large, i.e., a generous heart), narrow-minded (=having a narrow mind), weak-kneed, full-throated, high-powered, like-minded, kind-hearted, broad-rimmed, short-statured, silver-tongued.

Here are some other compounds :

two-foot waves :

Note that in such compounds the noun following the numeral (e.g. 'foot' in this case) is in singular.

c. f. two-rupee note, six-foot snake, three-metre pole.

hair-raising : causing the hair to stand on end; exciting, frightening

The compound is formed with a noun and the -ing form of a verb.

c. f. time-taking job, fund-raising campaign, terror-striking appearance, noise-reducing device, effort-saving gadgets, heart-rending scene.

water-barrel (n.) :

This compound is formed with two nouns.

Such compounds are numerous in English.

c. f. steam-ship, post-office, clock-tower, egg-shells, clothes-basket, jelly-fish.

sky-blue (adj.) :

This compound is formed with a noun and an adjective. The second element may also be a past participle.

c. f. brick-red, ash-coloured, sky-high, four-legged.

well-respected (adj.) :

This compound is formed with an adverb and a past participle.

c. f. well-known, clean-shaven, neatly-arranged.

III. COMPOSITION

Ask the pupils to do Exercise V in the Reader.

Hints : Love for the people—feeling of indebtedness—attachment to the Ganga and the Jumna—the special attachment to the Ganga—India of his dreams—
anxiety that India should rid herself of old shackles,
at the same time retaining her great cultural heritage.

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